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BUIES CREEK NORTH CAROLINA

The Campbell College Bulletin July 1973 to 1975 (C.1)

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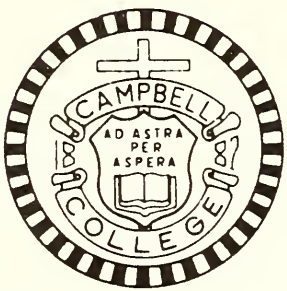
THE

Campbell College Bulletin



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Summer School Bulletin February 1973 (2)
Transfer Student Bulletin March 1973 (3)
Handbook July 1973 (4)

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PLAN OF DEVELOPMENT
CAMPBELL COLLEGE
BUIES CREEK, NORTH CAROLINA

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PROPOSED FACILITY

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ROBERT H. RUCKER A.S.L.A.
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SUMMER SCHOOL 1973

June 5 . . . . . Registration First Term 8:30 A.M.
June 9, 23 . . . . . Saturday Classes
July 2 . . . . . Holiday
July 6 . . . . . Final Examinations First Term
July 9 . . . . . Registration Second Term 8:30 A.M.
July 14, 28 . . . . . Saturday Classes
August 8 . . . . . Final Examinations Second Term
August 9 . . . . . Grades Due 12:00 Noon
August 10 . . . . . Graduation 10:30 A.M.

FALL 1973

August 20 . . . . . Orientation and Registration
August 21, 22 . . Registration
August 23 . . . . . Classes begin 8:00 A.M.
August 31 . . . . . Last day for late registration and last day to add a course.
September 21 . . Last day for removing incomplete
September 28 . . Last day to drop course without grade
October 17 . . . . . Recording of mid-term grades 12:00 Noon
October 19 . . . . . No classes scheduled
November 20 . . . Thanksgiving Holidays begin 5:00 P.M.
November 26 . . . Classes resume 8:00 A.M.
December 12 . . . Reading Day
December 13 . . . Examinations begin
December 20 . . . Grades due 8:30 A.M.
December 21 . . . Graduation 10:30 A.M.

SPRING 1974

January 8, 9 . . . . Registration
January 10 . . . . . Classes begin 8:00 A.M.
January 18 . . . . . Last day for late registration and last day to add course.
February 6 . . . . . Last day to remove incomplete
February 8 . . . . . Last day to drop course without grade
March 8 . . . . . Mid-term grades due—Start of Spring Vacation 5:00 P.M.
March 18 . . . . . Classes resume 8:00 A.M.
April 15 . . . . . Holiday
May 9 . . . . . Reading Day
May 10 . . . . . Examinations begin
May 17 . . . . . Final grades due 12:00 Noon
May 19 . . . . . Commencement Sermon 10:30 A.M.
May 20 . . . . . Graduation 10:30 A.M.

TENTATIVE
SUMMER SCHOOL 1974

June 3 . . . . . Registration First Term 8:30 A.M.
June 4 . . . . . First day of classes
July 5 . . . . . Final Examination First Term
July 8 . . . . . Registration Second Term 8:30 A.M.
July 9 . . . . . First day of classes
July 13, 27 . . . . . Saturday Classes
August 7 . . . . . Final Examinations
August 8 . . . . . Grades due 12:00 Noon
August 9 . . . . . Graduation 10:30 A.M.

FALL 1974

August 19 . . . . . Orientation and Registration
August 20, 21 . . Registration
August 22 . . . . . Classes begin
August 30 . . . . . Last day for late registration and last day to add a course.
September 20 . . Last day for removing incomplete
September 27 . . Last day to drop course without grade
October 16 . . . . . Recording of mid-term grades 12:00 Noon
October 18 . . . . . No classes scheduled
November 27 . . . Thanksgiving Holiday begins
December 2 . . . . Classes resume
December 11 . . . Reading Day
December 12 . . . Examinations begin
December 19 . . . Grades due 8:30 A.M.
December 20 . . . Graduation 10:30 A.M.

SPRING 1975

January 7, 8 . . . . Registration
January 9 . . . . . Classes begin 8:00 A.M.
January 17 . . . . . Last day for late registration and last day to add course.
February 5 . . . . . Last day to remove incomplete
February 7 . . . . . Last day to drop course without grade
March 7 . . . . . Mid-term grades due. Start of Spring vacation 5:00 P.M.
March 17 . . . . . Classes resume 8:00 A.M.
March 31 . . . . . Holiday
May 8 . . . . . Reading Day
May 9 . . . . . Examinations begin
May 16 . . . . . Final grades due 12:00 Noon
May 18 . . . . . Commencement Sermon 10:30 A.M.
May 19 . . . . . Graduation 10:30 A.M.

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INTRODUCING CAMPBELL COLLEGE

Location

Campbell College is located at Buies Creek, North Carolina, midway between Raleigh and Fayetteville on Highways 421 and 27. Buies Creek is a rural community eleven miles from the town of Dunn, North Carolina, which is on Interstate Highway 95.

Those coming to Campbell College by plane normally arrive at either the Raleigh-Durham Airport or at the Fayetteville Airport. Bus schedules from Raleigh and Fayetteville provide access to Buies Creek.

ACADEMIC STANDING

Campbell College is accredited by the Southern Association of Colleges and Schools and the North Carolina Association of Colleges and Universities.

Campbell's Program of Teacher Education is approved by the North Carolina Department of Public Instruction.

Campbell College holds membership in the North Carolina Foundation of Church-Related Colleges, the North Carolina Council of Church-Related Colleges, the North Carolina Association of Independent Colleges and Universities, the American Association of Colleges for Teacher Education, and the National Council on Accreditation of Teacher Education.

CAMPBELL'S PURPOSE

Ad astra per aspera

Implicit in this old Latin motto, adopted during the dark days of Reconstruction in the Old South, are beliefs, aims and objectives that have guided this institution through ever-changing circumstances. Campbell's rise from a community school of sixteen students to eminence as a great southern academy and later to its present standing among the State's largest church-related senior colleges is illustrative of what perseverance can accomplish in scaling the heights. It is a matter of common knowledge that Campbell College has always unapologetically affirmed her faith in an omnipotent, omniscient and benevolent Creator revealed in Jesus Christ who with singularity of purpose ever guides man's destiny; in the potentialities of man when properly related to his Creator; in the competence of liberal arts education to free men to live more abundantly in a democratic society.

Based on the conviction that in Christian Education is to be found "the unifying principle of the total experience," Campbell's purpose as an educational institution has ever been:

1. To inspire youth with vistas of a better life through study, recreation, social relations, guidance and worship.
2. To discover and transmit within the context of the Christian perspective (in relation to a liberal arts education) truth about man, his origin and nature, and his ever-expanding environment.
3. To equip the student as a more efficient participant in the world's work through incorporation of certain vocational, pre-professional and professional courses of study, chosen upon the basis of student needs and institutional adequacy. Such courses, at present available, include the following:

1. Professional Four-Year Curricula:
   (1) elementary and secondary education
   (2) sacred music
   (3) religious education for church educational directors
   (4) business administration
   (5) medical technology
2. Four-year Pre-professional Curricula, leading toward law, medicine, dentistry and the Christian ministry.
3. Two-year Courses in secretarial science and bookkeeping.

HISTORICAL SKETCH

"Blest and distinguished days! which we should prize
The first, the kindest bounty of the skies."

I.
An Humble Beginning
1887-1900

On January 5, 1887, Campbell College had its beginning in a small one-room building, forty-eight by twenty-two feet in dimensions, newly built by local citizens for starting a community school. President J. A. Campbell assumed full financial responsibility for maintaining the institution numbering on its opening day sixteen students, though rather pretentiously called Buie's Creek Academy. While the school was hardly expected to run for more than five months, a surprising growth during the first spring led to the addition of an east wing on the little building, eighteen by twenty-four feet, for a primary department. A west wing was added in 1893, eighteen by thirty. By 1896 the growth in enrollment prompted the construction of a three-story annex, fifty by thirty-six feet, with a front projection, fourteen by sixteen feet. The new structure, now 136 feet in length, contained six large classrooms, an Art hall, a Commercial hall, two nicely furnished literary society halls and a library room. On December 20, 1900, the closing day of the fall term, this entire building was swept away by fire of undetermined origin.

II.
Resurgence Out of the Ashes
1900-1903

All that saved the institution from extinction, probably, was a large open, unfloored tabernacle, eighty by ninety feet, erected in the spring of 1898 for Commencement exercises. Thanks to the heroic efforts of students, patrons, and other friends, within twenty days, seven commodious classrooms were improvised and equipped in this roughly constructed tabernacle, and school re-opened on January 8, 1901. These temporary quarters kept the school intact and growing for three years until the completion of the present Kivett Building.

The erection of old Kivett was one of the greatest, most sacrificial ventures ever undertaken by the school. With no money and no large contributors in sight, situated in a community remote from any railroad and made even more inaccessible by bad roads,

President Campbell and his associates set about the construction of a brick building to cost the fabulous sum, at that time, of $30,000. Friends subscribed nickels and dimes to buy bricks; students without money cut cord wood to burn the brick made locally and supplied brick to masons on the job. The genius of the whole construction was Z. T. Kivett, who burned the brick and over a three-year period directed the erection of the building as money and credits were slowly obtained.

III.
Emergence as a Great Private Academy
1903-1926

From the very first session in 1887 an increasing number of boarding students from this and other states continued to enter Buie's Creek Academy. In the absence of dormitory facilities all boarding students prior to 1913 had to be cared for in private homes. At the opening of that year Treat Dormitory, the first dormitory for girls, named in honor of M. C. Treat, generous benefactor and friend, was dedicated. Not until 1923 was the first residence hall for boys provided. Due to changing social conditions and growing enrollments, the construction of an annex to this first residence hall for men and the remodeling of Pearson Building later provided additional housing accommodations for men. Some idea of the growing influence of the institution is indicated by the fact that total enrollment in 1925 included 380 boarding students from seventy counties in the state and seven states in the nation. Of the institution Hon. Josephus Daniels, former secretary of the Navy, wrote: "If every section of the state had such an Academy, North Carolina would in a few years take front rank in education."

IV.
An Acclaimed Junior College
1926-1961

The first step in transition from complete private ownership by J. A. Campbell to possession by North Carolina Baptists came in 1911 when under the name of Buie's Creek Academy, Inc., twenty trustees, elected by the Little River Association, controlled Treat dormitory. Later the library was deeded by its donor, D. Rich, to the denomination. In 1925 all the property owned by J. A. Campbell and wife, together with that controlled by the local Association, was deeded to the Baptist State Convention, in whose hands it is now held.

In the fall of 1926, with the consent of the Baptist Board of Education, the institution added a year of college work, and the Baptist State Convention of the same year authorized the advancement of the institution to the rank of a junior college. The Convention, by the adoption of the Hamby resolution, which follows, changed the school's name:

"In view of the fact that our brother, Dr. J. A. Campbell, working strenuously and untiringly through a period of forty years, has built a great school at Buie's Creek, known through the years as Buie's Creek Academy, Inc., and recently changed from Buie's Creek Academy, Inc., to Campbell College.

"Whereas, it is eminently fitting that such devotion to the cause of education should be kept in memory perpetually, and the name and work of Brother Campbell be preserved as a cherished memorial of North Carolina Baptists, be it

"Resolved, that the Baptist State Convention now in session, request its Board of Education and the Board of Trustees of Buie's Creek Academy, Inc., to change the name from Buie's Creek Academy, Inc., to Campbell College."

The college received immediate recognition by the State Department of Education and in 1941 was accepted as a fully accredited junior college by the Southern Association of Colleges and Secondary Schools.

"To the stars through difficulties," originally adopted as the school motto, accurately describes the struggles as a junior college for the ensuing thirty-five years. From a total enrollment during the first college year (1926-1927) of 53 college students, plus 352 in high school and 333 in the elementary grades, the institution grew by its last year of operation as a junior college during 1960-1961 to an enrollment of 1,220 students, of whom 1,056 were in college and 164 were high school and sub-freshman enrollees. Some three million dollars has been expended in the enlargement and expansion of the college. But this record of achievement has not been easy. Through the depression years in the 1930's the college operated without endowment and without current support from the Baptist State Convention until 1937. The Founder and President died in 1934. The second World War all but stripped the campus of male students. During the 1950-1960 decade the college enjoyed its greatest growth in plant expansion and enrollment.

V.
The Senior College
1961-

In the spring of 1958, in its special session the Baptist State Convention authorized the Campbell College Board of Trustees, "in the light of its rapid expansion since 1950, the need for a senior coeducational Baptist college in the east, and the enthusiasm of its alumni concerning the future of the school to consider converting the institution into a senior college as soon as they think desirable and possible to do so." In the light of these instructions, the administration and trustees adopted plans for the orderly advancement to senior college status by adding the junior year in 1961-1962 and the senior year in 1962-1963.

ACADEMIC BUILDINGS

Kivett Building (1903). Completion of this massive structure named for Z. T. Kivett, the builder, required nearly three years (May 23, 1901 to November 2, 1903). At present, it houses the student recreation area, the college bookstore, several classrooms and offices. It was used by the local elementary school until 1948, when it was converted into a science hall and was thus used until the fall of 1962.

William Pearson Hall (1915). This building bears the name of the man who in 1887 made the first canvass for funds to establish this institution. Until his death on May 25, 1915, he became permanently identified with the school as father-in-law of the founder and active supporter by word and purse.

Pearson Hall was constructed with money borrowed from Harnett County and repaid by the principal by teaching the public school for this district. It was first used by the elementary department of the school; later converted in 1926 into a music hall; used from 1934 until 1962 as a men's dormitory; at present used as classrooms and as faculty offices.

D. Rich Memorial Building (1926). This fire-resistant structure of tapestry-faced brick and Indiana limestone was constructed with the portion of the D. Rich bequest, approximately $160,000, available at Mr. Rich's death. The building, 160 feet long and 120 feet wide, contains classrooms, lecture halls, teachers' offices, and an auditorium to seat 1080.

Fred N. Day Cottage (1936). In 1925 the Rev. Fred N. Day, having purchased a seven-room residence and about two adjacent acres, gave them to Buie's Creek Academy as a home for married students. When Campbell installed home economics in 1936, the building was renovated to provide space for practical training on the cottage plan. With the removal of the home economics department to the new Science Building in 1962, the cottage is now used for art instruction.

Music Center (1947). The music department had up to the 1963-64 session been housed in two temporary buildings, 20 x 48 feet each, erected in 1947. In the summers of 1963 and 1964, two additional frame structures were built to provide for the expanded music program being offered. The college is committed to providing at the earliest possible date more adequate quarters for this growing department.

Carter Gymnasium (1952). This attractive structure is named to honor the N. H. Carter Family and to commemorate the invaluable services and benefactions of Harry C. Carter of Greensboro, former President of the Trustees. It has a playing floor, standard gymnasium equipment, offices, and two large classrooms.

J. Clyde Turner Chapel. In October 1961 the Board of Trustees, prompted by the deep desire to exalt worship as the pre-eminent function of the auditorium in D. Rich Memorial Building, as well as by the intention to associate permanently with its chapel the names of two distinguished Baptists, long time friends of Campbell College, voted unanimously to name the chapel in honor of Dr. J. Clyde Turner and wife, Bertha Hicks Turner. Such action called for complete renovation and installation of improved facilities prior to the formal dedicatory exercises on January 25, 1963.

Leslie Hartwell Campbell Hall of Science (1962). This building bears the name of the man who, as son of the founder, served the college fifty-six years, as instructor, administrator, and from 1934 until his retirement in 1967, as president. Because of the strategic place of science in the future preparation of youth in this atomic age, nothing was spared in the planning and construction of this new three and one-half story structure. Its 44,000 square feet provides spaciously for geology, physics, biology, chemistry and home economics. On the first floor is a small auditorium seating 175 to accommodate science lecture groups as well as for other cultural purposes. Included in its modern conveniences are air conditioning and elevator service.

Fred L. Taylor Hall of Religion (1973). Named in homor of Fred L. Taylor of Troy, North Carolina, a major benefactor of the college and past Chairman of the Board of Trustees, Taylor Hall provides 25 classrooms, 35 offices, 6 lobbies, and 9 other rooms. To be used initially in the spring of 1974, this four-story, Georgian designed structure will house the departments of Religion, Mathematics, Philosophy, and Home Economics.

Library

Carrie Rich Memorial Library (1925). This building consisted originally of two large reading rooms, stack rooms and librarian's office. It has been expanded several times over recent years with the most recent addition being in 1965. At present the library includes adequate reading space for a student body of more than 2500 students and stack space for more than 150,000 volumes. Over the past several years the library has received many valuable collections, including The Robert A. and Margaret P. McIntyre Library, H. Trent Park's Memorial Library and the E. Willard Berry Memorial Library.

Athletic Field

Herbert B. Taylor Athletic Field. This well-lighted athletic field was purchased some years ago to provide for the growing college enrollments. Mr. Herbert B. Taylor of Dunn, N. C., athlete and sports lover, father of the nationally famous Knee-Pants Baseball League, sponsored the necessary park improvements, including stands for the spectators. His deep interest in Campbell College was frequently expressed in his benefactions and in his devoted service on the Board of Trustees. In recognition of this service the Trustees named the athletic field in his honor.

Residence Halls for Men

Joel G. Layton Hall (1923). Layton Hall contains 45 rooms for men in its main section. The hall was named in memory of Mr. and Mrs. Joel G. Layton of Lillington, North Carolina. In 1928 an annex of thirteen rooms was built with money given by the late B. N. Duke.

W. S. Britt Hall (1947). Constructed with funds supplied by many friends, this twenty-seven-room, fire-resistant hall for men is named for an alumnus, W. S. Britt of Lumberton, the largest benefactor.

J. F. Kitchin Hall (1955). This three-story, fire-resistant hall accommodates 96 men. A single-story section provides a guest room, accommodations for the hall supervisor and a parlor for student use.

O. Hampton Baldwin Hall (1958). This three-story, fire-resistant hall, with a semi-basement floor, centrally located on the men's campus, houses at present 100 students. It was given its new name November 16, 1964, with appropriate ceremony in honor of O. Hampton Baldwin; Lizzie Luthern Baldwin, his deceased wife; Delphia Baldwin, his sister; and O. Luther, his deceased son.

Ernest P. Sauls Hall (1962). This modern three-story hall houses 122 young men. The rooms are arranged in apartment units consisting of seven bedrooms and bath. It is named in honor of Mr. Ernest P. Sauls of Raleigh, North Carolina, and Sarasota, Florida.

Bobby Murray Hall (1967). A two hundred-bed hall including air conditioning provides the maximum comfort. It is named in honor of a trustee, Mr. Bobby Murray of Raleigh, North Carolina, in recognition of his generous gift.

Bobby Roberts Hall (1973). This three-story, three-wing building for 291 men covers 85,000 square feet and is located on the southwestern edge of the main campus. Roberts Hall, with air conditioning and electrically controlled heat, is the college's most extensive venture in residence hall development. It is named in honor of Mr. Bobby Roberts of Durham, North Carolina.

Residence Halls for Women

M. C. Treat Hall (1913). Treat Hall has thirty-two rooms and a large basement, which is now used as an art studio. It is named for M. C. Treat of California, deceased, the largest contributor to its construction.

William H. and Lula Bostic Jones Hall (1954). By subsequent action by the trustees, this building was named in honor of William Hubert Jones and Lula Bostic Jones, faithful trustees and benefactors. Rooms in this modern, fire-resistant building for 72 students are arranged in suites with connecting baths.

Fred N. Day Hall (1959). This hall for 78 students was accomplished by reconstructing a three-story, fire-resistant structure, adding wings to the north and south and a portico to its eastern exposure.

Mabel and Nell Powell Hall (1960). This three-story hall, accommodating sixty young women, is modern in construction and equipment throughout. It is joined to Treat Hall by a connecting lobby and reception room. By order of the Board of Trustees this attractive building has been named in honor of Misses Mabel and Nell Powell to commemorate their years of faithful service and loyalty as teachers and devoted friends of Campbell College.

James E. and Mary Z. Bryan Hall (1961). This hall, located west of Treat, is in many respects the most modern and attractive on the campus. The building is a cluster of twelve one-story apartment units, grouped around an interior court and joined by an exterior wall and roof. One section provides a reception center, a guest room and quarters for the faculty counselor. Each unit consists of four bedrooms, a living room and bath, to accommodate eight young women. The building is named in memory of James E. Bryan, alumnus and successful businessman, and wife, Mary Z. Bryan.

J. Hunter and Mabel C. Strickland Hall (1962). This three-story hall located behind Bryan Hall consists of apartment units, each housing fourteen young women with a total accommodation for 126 students. In 1965 this attractive hall was named to commemorate the generous benefactions and invaluable services while on the College's Board of Trustees rendered by Mrs. Mabel C. Strickland and her late husband, J. Hunter Strickland of Four Oaks, North Carolina.

R. A. and Elsie Hedgpeth Hall (1967). This one-hundred-bed hall, modern in every way including air conditioning, has a projecting wing for use as a social parlor. It was named in honor of Mr. and Mrs. R. A. Hedgpeth of Lumberton, North Carolina, both of whom have served as trustees of the College.

Other Buildings

B. P. Marshbanks Dining Hall (1934). Originally planned for 400 students, this cafeteria was constructed with contributions in cash, materials, and labor, supplemented by appropriations from the college budget. In 1957 it was expanded by addition of three dining rooms and much storage space. Stainless steel kitchen equipment was installed, and modern cafeteria counters were provided for three-line service. The cafeteria is now adequate for well over 1,000 boarding students. It was named for B. P. Marshbanks, for many years a professor of mathematics and business manager at the college.

James M. Shouse Dining Hall (1973). Located in Murray Hall, which is central to the dormitory complex on the men's campus, this completely modern facility is designed and equipped to provide, through its two serving lines, for as many as 2000 students daily. It is also capable of providing dining areas and service for college and off-campus groups. It was named on April 21, 1973, to commemorate James M. Shouse, farmer, builder, public servant, and philanthropist of Winston-Salem, who has been a major benefactor of the College.

John S. Pearson Memorial Infirmary (1960). A new health center, completed in October, 1960, provides room for 16 students in two wards and four semi-private rooms. John S. Pearson, for whom the building is named, was business manager of the **Biblical Recorder** and **The Progressive Farmer**. He was the brother of Mrs. Cornelia Pearson Campbell, wife of the Founder. A challenge gift of Mrs. Campbell started the infirmary project.

James A. Campbell Administration Building (1961). This beautiful structure is a fitting memorial to the Founder of Campbell College and his widow, Cornelia Pearson Campbell. The first floor of the two-story structure provides four suites of offices for the President, Dean of the College, Registrar and the Business Manager. Located also on this floor are an attractive lobby and a large conference room, called the Trustee Room. The second floor provides adequate office space and facilities for such major programs as college development, public relations, publicity and student guidance.

Laundry and Dry Cleaning Plant (1951). The laundry and dry cleaning plant is an auxiliary enterprise of the college.

O. W. Godwin, Sr., Maintenance Building (1964). Named in honor of O. W. Godwin, Sr. of Dunn in recognition of his invaluable planning and assistance in the construction of this massive structure which provides long needed space for storing large quantities of supplies purchased at lowest available prices.

Campbelltown Apartments. Twelve duplex houses, erected in 1959, accommodate twenty-four married-student and faculty families. Attractively designed, they are supplied with modern built-in conveniences. In 1962 ten other similar houses were added. Two two-story buildings housing sixteen three-bedroom apartments were completed in the spring of 1972.

Ellis Memorial Apartments. These apartments were provided in part by W. Caswell Ellis, alumnus, in memory of Ruth Miller Ellis, deceased mother of his two children, and William Caswell Ellis, Jr., who lived a short but beautiful life.

Northeast Hall (1963). Air-conditioned apartments with facilities to house 32 men.

East Hall (1969). A motel type building originally housing 34 men, now renovated to accommodate married students.

The Admissions Center (1967). The former B. F. McLeod Residence, located south of the Buie's Creek Baptist Church, has been completely renovated and tastefully decorated to house the offices of the Director of Admissions and his staff.

Other Memorials

Charles L. Andrews Chapel Organ. In 1949, Mr. Charles L. Andrews, Chalybeate Springs, N. C., donated to the College a beautiful Baldwin Electronic organ, complete with chimes, for what is now Turner Auditorium. The organ adds much to all worship services held in the auditorium and also makes possible the study of organ by a number of interested music students.

The J. F. and Katye Hatcher Blackmon Carillon System. This lovely contribution to campus life, installed in 1955 from funds donated by Reverend and Mrs. J. F. Blackmon, coordinates the work of the whole day. Among its features are occasional vespers, recitals from the chapel, and recordings.

The Loretta Bliss Walthour Trust Fund. Mrs. Walthour of Windemere, Florida, has created a trust fund for the purpose of establishing the Loretta Bliss Walthour Chair of Sociology.

She plans to add periodically to the amount of the fund until the income from it will equal the salary of the professor chosen to occupy the chair.

Erwin Mills Forest

In consideration of the long friendly relationship between Erwin Mills, Inc., and Campbell College in their joint promotion of the economic, social, cultural and religious development of their constituency, Erwin Mills, Inc., graciously donated to Campbell College in 1960 a valuable tract of timberland, containing approximately 150 acres, which the Board of Trustees of the college has designated as Erwin Mills Forest. This property is to be held for the foreseeable future to provide income for current support.

Blackmon Medical Center

Junious F. and Katye Hatcher Blackmon Medical Center, located in the Pearson Infirmary, was named for the parents of Dr. B. B. Blackmon, College Physician and Mrs. Bradeene Blackmon Vail, R.N., in grateful recognition of their services, benefactions and friendship.

Leamon Baggett Park

In the fall of 1964, Mr. and Mrs. Deke E. Baggett and Mr. and Mrs. Deke L. Baggett donated as a memorial to the late Dr. Leamon Baggett approximately 130 acres of land in Horry County, South Carolina, to be used for field studies by the departments of biology and geology. This land, preserved in its natural state, will provide excellent opportunity for geological studies of the coastal plain area and its biological habitats.

ADMISSIONS

A candidate for admission to Campbell College must furnish testimonials of good moral character, must present evidences of educational achievement represented by graduation from an accredited public high school or an accredited private secondary school, and must present a score on the Scholastic Aptitude Test or on the American College Test. The record of the work done by the applicant in high school or in a private secondary school and the recommendations of the school officials should be sent directly to the Director of Admissions of Campbell College by an official of the school. Upon request of the applicant, the test scores will be sent from the test center to Campbell College.

Information about the time and places at which the College Board Test may be taken and an application for taking the test may be secured from the high school, accredited private secondary school or from College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 or from The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

Careful consideration will be given to the applicant's academic records, scores on tests, and evidences of character, purpose in life, and general fitness for college life. The college reserves the right to reject any application without explanation.

Although there are no inflexible subject matter requirements for entrance, experience has shown that the students with a background of at least 12 units in college preparatory subjects are better equipped to benefit from liberal arts experience. Therefore, the college recommends that the student have completed the following high school credits: English, 4 units; Mathematics, 3 units; and 6 additional units in the areas of science, social studies and foreign language.

A student may be admitted to Campbell College if he has the equivalent of a high school education. In addition to those students admitted by certificate or examination, special students who demonstrate their ability to profit by the instruction provided by the college may be admitted.

In considering the applications of prospective students, no distinctions will be made because of race, sex, color, creed or ethnic origin.

CREDITS BY ADVANCED PLACEMENT AND PROFICIENCY TESTS

Credit for courses may be earned through advanced placement examinations, achievement tests and other tests such as CLEP general examination and the United States Armed Forces Institute (USAFI).

For additional information which will be furnished without charge contact:

William S. Terrell, LTC (Ret.)
Registrar
Campbell College
Buies Creek, North Carolina 27506

ADMISSION OF MILITARY PERSONNEL

For many years, Campbell College has been active in the various military educational programs such as the Undergraduate Degree Completion Program (Bootstrap). Any member of the armed forces may have his records evaluated without charge, and prior to his making application, in order to determine the amount of credit which will be accepted.

For additional information contact:

William S. Terrell, LTC (Ret.)
Registrar
Campbell College
Buies Creek, North Carolina 27506

EARLY DECISION PLAN

This plan is available to well-qualified high school students who at the close of their junior year have definitely decided their first choice college is Campbell. An early decision agreement is required with each applicant.

The application for early decision must be filed at the end of the first semester of the applicant's junior year in high school. It must include the high school record through the first semester of the junior year, scores on the Scholastic Aptitude Test of the College Entrance Examination Board or the American College Test and scores on three achievement tests: (1) English Composition, (2) Mathematics or Foreign Language, (3) one to be chosen by the applicant. Preferably, these tests should be taken in the spring of the junior year.

Admission to Advanced Standing

A student applying for admission to advanced standing or for acceptance of credit earned at another college must present: (a) a certificate of honorable dismissal from the institution last attended; (b) an official transcript of record from the institution or institutions previously attended; (c) details of the high school work completed; (d) evidence of eligibility to return to the college last attended.

Transfer of Credit

Students transferring from colleges not accredited by the regional accrediting agency will receive provisional credit which must be validated by earning a C average during the first year of residence after transfer.

In general, the amount of credit accepted from other institutions in transfer will be determined by the requirements which apply to the non-transfer student. When a student is admitted with fewer quality points than semester hours of credit from another college, that student must make up the deficiency after transferring to Campbell.

A transfer student from a junior college will receive not more than sixty-four semester hours of credit (including Health) plus two semester hours of physical education service courses.

The maximum credit in correspondence courses allowed will be twelve semester hours with not more than six semester hours in the field of the major. The question of determining what is acceptable credit in correspondence courses will be the responsibility of the Dean or Registrar and the Chairman of the Department.

HOW TO APPLY FOR ADMISSION
Directions for Those Beginning College Work

1. Study the catalog (copies may be obtained by writing to the Director of Admissions).

2. Ask the Director of Admissions to answer any questions concerning the college or its program.

3. If possible, visit the college, preferably with your parents, to tour the campus and to discuss your program of study.

4. Obtain from the Admissions Office the necessary forms.

5. Complete the application form carefully and attach a recent photograph. With the application, enclose the fifteen-dollar processing fee. Mail the application to the Director of Admissions.

6. With the assistance of your principal or guidance counselor, make the necessary arrangements for taking the Scholastic Aptitude Test of the College Entrance Examination Board. Request that the scores be sent to the Director of Admissions, Campbell College, Buie's Creek, North Carolina. (Code 5100)

7. Upon completing the first half of the senior year, have your high school principal send to the Registrar of the College a record of all high school work completed.

8. Have your personal physician send the Student Health Service form fully and properly completed to the Director of Admissions.

9. Upon graduation: (a) ask the high school to send to the Director of Admissions a supplementary transcript recording the grades and credits during the last semester, and (b) if he has not previously done so, have your family physician complete the Student Health Service form and mail it to the Director of Admissions.

Directions for Prospective Transfers

1. Follow steps, 1, 2, 3, 4, 5, and 8.

2. Make available your scores on the Scholastic Aptitude Test of the College Entrance Examination Board or American College Test.

3. Request the Registrar of the college at which you are now in attendance, or, if not now in school, the Registrar of the school last attended, to mail to the Director of Admissions, Campbell College, a complete transcript.

4. If you have been in attendance at more than one college, the Registrar of each institution should mail to the Campbell College Director of Admissions a transcript of all work attempted in that school. Failure to have the appropriate academic records sent to Campbell may result in the application being denied.

5. Request a letter of recommendation from a responsible official of the college previously attended.

Summer School Visitors

Students enrolling at Campbell College for the summer program should secure from the proper school official to which the credit will be transferred a statement certifying approval of such plans and listing approved courses.

Provisional Admissions

Should a student be admitted without completing the admissions procedure, he will not be eligible for credit on work done at Campbell College until he has satisfactorily met the requirements of the Admissions Office.

STUDENT LIFE AT CAMPBELL

What is Campbell Like?

Despite growth which in recent years has brought it to the position of the third largest private college in North Carolina, Campbell College has never lost the friendly spirit and close communication, student-to-student and student-to-faculty, which characterizes the smaller campus.

The college has never lost sight of its aim to treat each student as an individual, preparing him for a meaningful, rewarding and constructive life involved with interests and abilities beyond the boundaries of his vocation. The extra-curricular activities available to students are religious activities, intramurals, campus organizations, music, dramatics, student publications, and intercollegiate sports.

As a church-related college, Campbell is concerned with the spiritual life of every person. It seeks out teachers and administrators who give evidence of Christian witness and love for their fellowman. It wants students who are interested in the relationship of God to man, man to man, and man to God.

Student Government Association

The S.G.A. is entrusted with the responsibility of disciplining itself and the student body as a whole.

The S.G.A. is composed of three separate branches which include the Executive, Judicial, and Legislative divisions. Representation includes a President, Vice President, Secretary, Treasurer and Presidents of the Women's and Men's Executive Councils. In addition there are a President of the Day Students and the Presidents of the four classes as well as representatives from each class, all elected by popular vote.

Student Handbook

The **Student Handbook** is published each year by the student personnel staff. The purpose, rules, regulations, and policies governing student affairs at Campbell are found in the **Student Handbook**. Prior to admittance to Campbell every student should become acquainted with this book.

Other Information

1. The local post office is situated on the college campus. Students may secure a post office box upon arrival at Buie's Creek.

2. Those desiring additional information on rules governing student life and student activities should direct a written statement to, or visit with, the Dean of Students or the Dean of Women.
3. Students convicted of serious infractions of school regulations forfeit their eligibility for positions on the B.S.U. Council, the residence hall council, the executive council, or the Student Government and other places of responsibility in extra-curricular activities and membership in Epsilon Pi Eta.
4. Students are responsible for compliance with policies stated in the annual Student Handbook, which is a supplement to the catalog. The Administration endeavors to supply each student seeking admission a copy of the **Student Handbook** prior to the date of registration.

Class Attendance Regulations

Campbell College believes that every class hour is important. It maintains attendance records for all classes, laboratory sessions, and for the chapel periods. All absences are reported to the Registrar's office.

Regular class attendance is a student obligation and a student is responsible for all work, including tests and written work of all class meetings. Absence from class does not relieve the student of this obligation.

Detailed information concerning class attendance will be found in the Student Handbook.

Eligibility Regulations

1. No student will be allowed to take part in intercollegiate contests during a semester if he registered later than the fifteenth calendar day following the opening date of the semester.

2. No student who is taking less than twelve semester hours of scholastic work shall be permitted to represent the college in any contest or any public performance.

3. No one who passed during the previous semester less than eight semester hours and physical education will be permitted to represent the college in any contest or public performance. The requirement for two preceding terms of attendance is twenty-four semester hours of credit.

4. No one will be allowed to represent the college in any contest or public performance who has a deficit at the beginning of the semester of more than twenty quality points.

5. No one will be allowed to represent the college in any contest or public performance who has been awarded more than thirty-five demerits.

Regulations Regarding Sickness

1. Except for emergency cases students needing medical attention should report to the college infirmary during the doctor's office hours.

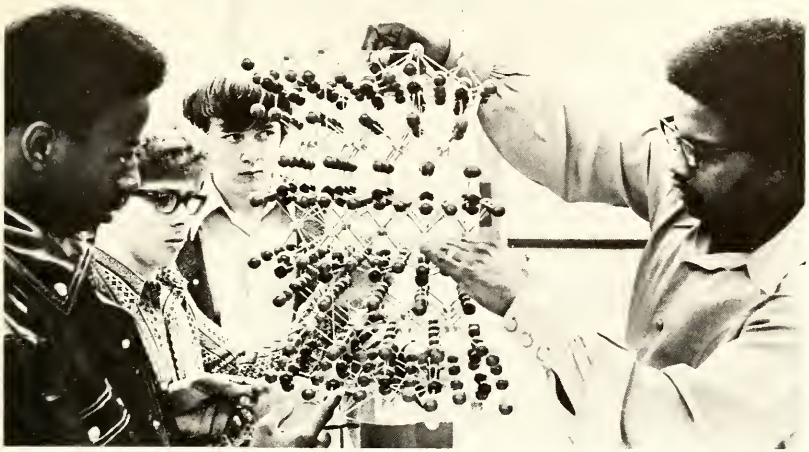
2. Students are expected to conform at all times to the instructions of the college nurse or college physician as to when to enter and leave the infirmary and when to report for examination or treatment.

3. The college administration assumes no responsibility for complications arising from sickness when the student fails to comply with regulations and instructions of the medical staff or to report promptly such sickness.

4. In order that the health record of each student may be complete, the student is required to report to the nurse any visit to a physician, other than the college physician, for professional services.

5. If a student requires any professional services other than furnished by the college medical staff, upon returning to school the student will bring a written statement giving the date and general nature of such service.

6. According to good medical practices and the best interest of the health of the total student group, students should not expect visits from fellow students while confined to the infirmary. Those wishing to visit the sick will normally be denied that privilege.



EXPENSES

(The College reserves the right, with proper notice to patrons, to make changes in the following schedule of expenses when it proves necessary.)

Processing and Room Reservation Fees

A processing fee of $15.00 is required with all original applications. This fee is applied against the cost of evaluating applications and is not refundable.

Other Pre-Registration Deposits

Applicants for the Fall or Spring semester must pay a deposit of $75 by May 1 or December 15, whichever date is applicable. Students admitted after these dates must make this deposit within two weeks after receipt of notice of acceptance. This amount will be credited toward Fall or Spring expenses. In the event of cancellation, the deposit will not be refunded. Students enrolled during the Spring semester must make this payment not later than May 1. This amount will be credited toward the Fall expenses. This deposit is refundable only when the student fails to establish eligibility.

Transcripts

The first copy of a student's record is issued for him upon his request without charge. Requests for subsequent copies should be made to the Registrar by the owner of the record, and should be accompanied by a remittance of $1 for each copy desired.

REQUIRED TUITION—GENERAL FEES
SCHOOL YEAR 1973-1974

	First Semester	Second Semester	Total
Tuition	$ 356.25	$ 356.25	$ 712.50
General Required Fees	377.75	369.25	747.00
Total Tuition and General Fees	$ 734.00	$ 725.00	$1,459.50

NON-RESIDENT FEES

Students from outside the State of North Carolina are required to pay a non-resident fee of $25.00 per semester in addition to the above charges.

ROOM AND BOARD

*Boarding (5 days)	$ 275.00	$ 275.00	$ 550.00
**Room (Minimum Cost)	125.00	125.00	250.00
Total Room and Board	$ 400.00	$ 400.00	$ 800.00

*Includes five (5) days per week board. For seven (7) days per week, add $40.00 per semester.

**Room rates are quoted on Sauls Hall and Treat Hall. For all other non-air-conditioned halls, add $25.00 per semester. For all air-conditioned halls, add $50.00 per semester.

Insurance

The above does not include the cost of books and a small accident insurance premium. Accident reimbursement insurance for each twelve months, required of all students, amounts to approximately $8.00. Hospital illness coverage insurance is optional with the student at a cost of approximately $14.00 each twelve months.

Laundry and Dry-Cleaning

This service is optional and is available to all students. Those students wishing to participate in the laundry and dry-cleaning services on a semester basis are given a laundry credit courtesy card and are required to make a non-refundable deposit at the beginning of each semester in the amount of $20.00 for women students and $25.00 for men students to establish credit. Students with established credit may use their credit cards for both laundry and dry-cleaning. When the initial required deposit has been expended, the student with established credit may continue to use his or her credit card for all laundry and dry-cleaning services for the remainder of the semester and will be billed monthly from the Business Office.

Linens

Linens rental service, which includes two (2) sheets, one (1) pillow case, two (2) towels and one (1) washcloth per week on an exchange basis, is optional and available to all students on the basis of $14.25 per semester. A $4.00 refundable advanced deposit is required and is returned at the end of each semester after all linens rented have been returned to the laundry.

College Infirmary

Through the college infirmary facilities and the college medical staff, the College provides for medical attention of the kind commonly provided by the general practitioner. Drugs are given on prescription from the doctor and will cost extra.

Graduation Fees

A graduation fee of $10.00 will be required of all eligible students.

Extra for Special Courses and Part-Time Students For Semester

Private Lessons in Piano (including piano practice)	$ 50.00
Private Lessons in Organ (including organ practice)	50.00
Private Lessons in Voice	50.00
Private Lessons in Band Instruments	50.00
Private Voice, Piano, Organ and Band instruments instruction for special students (per course)	58.00
Rental of Musical Instruments	10.00
Liberal Arts Courses for part-time students taking less than nine (9) semester hours (per credit hour)	40.00
Home Economics laboratory fee (per course)	6.00
Typewriter laboratory fee	6.00
Student Teaching fee	50.00

Laboratory Fees

Each natural science student is required to pay a minimum fee of $15.00 per course per semester. Students enrolled in art courses other than Art 114, 218, 219, 200, 221, will pay a laboratory fee of $15.00 per course per semester. This fee will be used to defray expenses for specimens, depreciation of equipment and instructional supplies necessary for class and laboratory instruction. Students will be charged for supplies and breakage in excess of the $15.00 required minimum fee.

SUMMER SCHOOL EXPENSES—1973

	Each 5 weeks	Full 10 weeks
Tuition and General Fees including accident insurance	$ 244.82	$ 489.63
Room and Board	125.00	250.00
Total	$ 369.82	$ 739.63

In addition to the above, students from outside the state of North Carolina will be charged an additional $8.33 for each five (5) weeks term.

TERMS OF AGREEMENT

Tuition and fees should be paid upon entrance and are not refundable after forty-eight (48) hours. There is no present provision for deferred payments of tuition and general fees past the date of registration. However, in extreme cases, provision is made for sixty to ninety day extensions on unpaid balances. Where possible, students in this position should work this out with the Purchasing Office and Financial Aid Officer before arriving on campus for registration.

Payment for room and board must be made in advance for each half semester. In the event of justifiable withdrawal during the semester, the student will be charged for room and board plus ten percent (10%) in excess of the charges for the period of attendance. Please note that this applies only to charges for room and board.

For students withdrawing from school after November 23 in the first semester or April 10 in the second semester, no refund of any kind will be made.

No refund on any of these payments will be made to students whose conduct results in suspension or expulsion.

Students with financial obligations to the college will be permitted to take semester examinations, but no statement of work completed will be released by the Registrar until the student has made satisfactory settlement of all charges with the Business Office.

Scholarships

From the previously listed expenses, Campbell College grants as scholarships to members of the following groups, deductions in amounts indicated for the normal school year. This does not apply to summer school.

*Ministerial students	$300.00 a year
Volunteers for foreign missions	100.00 a year
Students from orphanages	100.00 a year
†High School valedictorians	200.00 a year
Children of ministers	50.00 a year
Wives of ministers	50.00 a year

*To qualify for a scholarship, the ministerial student or mission volunteer must present a letter of recommendation from his or her church. Continuation of the award of such scholarships is conditioned upon the student's satisfactory performance. All students receiving scholarships from the school because of their church-related vocation committment are required to take an average of one religion course each semester while enrolled at Campbell College. Recipients must also affirm their financial responsibility by signing a promissory note.

†Valedictorian scholarships are applicable only to those students who initiate their college training at Campbell College and must be qualified by a letter from their high school principal. To retain this scholarship, a student must maintain a 1.5 average.

CHURCH-RELATED SCHOLARSHIPS

Free tuition will be given full-time students who are currently pastors or wives of pastors of Baptist churches participating in the Cooperative Program of the North Carolina Baptist State Convention. This does not include General Fees.

Sons and daughters of ministers of Baptist Churches participating in and cooperating with the Cooperative Program of the North Carolina Baptist State Convention and children of Baptists employed as associational missionaries and children of employees of the North Carolina Baptist State Convention with headquarters in Raleigh, North Carolina, will be given an additional $200.00 each year.

In recognition of the services provided to churches by young men and women who have participated in the Royal Ambassador and Acteens Programs, Campbell College makes available scholarships ranging in value from $800 to $1,600 over a four-year period to help outstanding young people continue their education. Through this scholarship program, Campbell wants to provide more Royal Ambassadors and Acteens the opportunity to continue in their preparation to be of service to others. Applications may be received by writing to the Brotherhood Department or State Acteens Director, Baptist State Convention, P. O. Box 26508, Raleigh, North Carolina 27611.

CAMPBELL SCHOLARSHIPS

Eight scholarships, ranging in value from two to three hundred dollars annually, will be awarded to incoming freshmen upon the basis of scholarship, character references, and overall high school record. To retain this scholarship, a student must maintain a 2.0 average and have a good citizenship record each year.

TRUSTEE SCHOLARSHIPS

Forty scholarships in amounts of three hundred dollars ($300) annually are awarded to high school seniors on a competitive basis. Qualifications for the scholarships are: (1) high school grade average, (2) test scores, (3) aspirations of the applicant, and (4) an evaluation by the applicant's high school administrator. Final selection is made by the Campbell College Scholarship Committee.

Ten scholarships of three hundred dollars ($300) each are awarded to graduates of Junior Colleges who transfer with outstanding academic averages and good character recommendations. Final selection is made by the Campbell College Scholarship Committee. To retain this scholarship a student must maintain a 1.5 average for the academic year and have a good citizenship record each year.

Restricted Endowment Funds

The Lewis Edward and Martha Barnes Tyner Chair of Bible. The children of this fine Robeson County family, grateful for the Christian precepts of their home and for their superior educational advantages afforded them by their parents, set up in 1964 a generous trust fund for the establishment of this memorial Chair of Bible at Campbell College.

The Graham A. Barden Chair of Government. To commemorate the nationally recognized record of service to his country by Congressman Graham A. Barden of New Bern, North Carolina and in recognition of his genuine interest in Campbell College, business and private friends of the late chairman of the House Committee on Education and Labor have endowed this memorial.

The Charles B. and Alma Dark Howard Chair of Religion. The Board of the Howard Memorial Fund endowed this substantial fund in 1972 to honor Dr. and Mrs. Charles B. Howard. It recognizes the more than fifty years which the Howards have given to teaching, evangelism, and religious education in the Southern United States.

RESTRICTED ENDOWMENT SCHOLARSHIP TRUSTS

Tartan Club Scholarship Trust
A. E. Rozar Scholarship Trust
Fitchett Memorial Scholarship Trust
James I. Miller Memorial Scholarship Trust
Starr Johnson Memorial Scholarship Trust
Layton Memorial Scholarship Trust
Jesse Slocumb Smith Memorial Scholarship Trust
Andy Creed Memorial Scholarship Trust
James A. Wilkins Shcolarship Trust
Brenda J. Holland Memorial Scholarship Trust
Carolyn Clark Memorial Scholarship Trust
Joe Bouldin Memorial Scholarship Trust
E. Willard Berry Memorial Scholarship Trust
South Carolina Foundation of Independent Colleges Scholarship Trust
Hyatt Memorial Scholarship Trust
B. W. Jenkins Memorial Scholarship Trust
Kinnett Memorial Scholarship Trust*
Chloe A. and George T. Scott Scholarship Trust
Marshbanks Memorial Scholarship Trust
Calvin Koonce Scholarship Trust
Bryan-Faircloth Presidential Scholarship Trust
George Harrison Britton Memorial Scholarship Trust
Mamie Victoria Luther Memorial Scholarship Trust
Dr. Ralph Johnson Memorial Scholarship Trust
Betty Byrd Green Memorial Scholarship Trust
Southeastern Trust School Scholarship Trust
Department of Mathematics Scholarship Trust
Maxcey Dalton and Lillian Davis Small Memorial Scholarship Trust
Alice Pruitt and James M. Shouse Scholarship Trust
John Allan McLeod, Jr. Journalism Scholarship Trust
Charles B. and Alma Dark Howard Scholarship Trust
John Stewart and Mary Cox Howard Scholarship Trust
G. A. Tripp Social Science Memorial Scholarship Trust

*Established in memory of Walter James and Margaret Chason Wiggins.

RESTRICTED ENDOWMENT FUNDS IN PROGRESS

Mabel Powell Memorial Chair of English Fund
Department of Geology Endowment Fund
Bank of North Carolina, N.A., Chair of Banking Fund

Claude E. Teague Library Book Shelf Fund
Evelyn and James Bennett Willis Annuity Fund
Margaret Ross and James Bennett Willis Annuity Fund
Mrs. Siddie Sauls Annuity Fund
Blackmon Annuity Fund
Hatcher Annuity Fund

UNRESTRICTED ENDOWMENT FUND

The D. Rich Memorial Endowment Fund

Established from a portion of the D. Rich bequest to Campbell College made in the year 1926.

PRIVATE LOANS

The Tuition Plan Inc. Loan Fund

The Tuition Plan, Inc. is a national student loan fund organization that specializes in providing low cost programs for educational costs. The funds are made available to Campbell College students in any amount necessary for the financing of educational expenses. Arrangements for participating in this plan can be made by writing direct to the Tuition Plan, Inc., 575 Madison Avenue, New York, New York, or by communicating with the Financial Aid Officer.

STATE AND FEDERAL LOANS AND GRANTS

Campbell College recognizes that students may need to borrow a portion of the funds required to finance their education. Loans are available for students showing financial need. Loan recipients must make normal progress toward graduation. A listing of major grants and loan programs follows.

North Carolina Scholarship Loan Fund for Prospective Teachers

This loan fund was established by act of the legislature of North Carolina in 1957 for capable students who are preparing to teach in the public schools of North Carolina. Students with a good high school or college record may be eligible for a loan in the amount of $600 for each of the four years in college. One annual loan is automatically cancelled for each year the student teaches in the public schools of North Carolina. If the student does not teach, the loan must be repaid at four percent annual interest.

College Foundation, Inc. Loan Fund

Legal residents of North Carolina enrolled full-time may borrow through College Foundation up to $1,250 per semester for a total of $2,500 per academic year for an aggregate of $10,000 for enrollment including graduate school. Loans are insured by the N. C. State Education Assistance Authority or the U. S. Office of Education and **under certain conditions** the Office of Education pays the 7 percent interest during the in-school and grace periods. Application forms may be obtained in the financial aid office. Only students from North Carolina are eligible. Repayment is to begin nine months after graduation with pay back period determined by the amount borrowed. Students must reapply for this loan each year as it is not automatically renewed.

State Scholarship Assistance

Students who need financial aid may receive some scholarship assistance from monies made available to private institutions by the State of North Carolina. To be considered, the student must be a legal resident of North Carolina and must complete the Campbell College Financial Aid Application, which can be obtained from the Financial Aid Office of Campbell College.

Government Insured Loans Under Higher Education Act of 1965

Loans under this program in North Carolina are made by the College Foundation, Inc., Raleigh, North Carolina. Out-of-state students may obtain information on this program in their residence state by writing the Financial Aid Officer.

National Direct Student Loan Program

A program of borrowing, based upon need, enables students who are eligible to borrow a maximum of $2,500 during a fiscal year. These loans are non-interest bearing while a student is enrolled full time. During the repayment period, interest is calculated at three per cent on the declining balance. Recipients of these loans entering the teaching profession may be eligible for partial cancellation of their loans. Repayments of these loans are made quarterly.

Educational Opportunity Grants

A limited number of educational opportunity grants are available to students attending Campbell College. Funds for the grants are provided by the federal government and must be matched by an equal

amount of some other type of aid. Grants under this program can be awarded to students who: (1) are nationals of the United States; (2) have been accepted for enrollment as full time students, or who are in good standing and are in full time attendance; (3) show evidence of academic or creative promise and capability of maintaining good standing in their course of study; (4) are of exceptional financial need; and (5) would not be financially able to attend college without such a grant. Grants under this program vary from $200 to a maximum of $1,500 per year depending upon funds available and the need of students concerned. No student may receive more than $4,000 in EOG funds during his undergraduate years.

Federal College Work-Study Program

This program provides employment in which the students, particularly those from low income families, are compensated for a maximum of 15 hours a week worked for the institution or for approved off-campus agencies.

GENERAL INSTRUCTIONS

Students interested in these programs must complete a work application prior to final approval for work. Priority will be given to those students who have the greatest need for financial assistance.

Students must reapply for loans, grants, and scholarships each year as they are not automatically renewable.

Applications for financial assistance may be obtained from and filed with the Director of Financial Aid.

Applicants must submit a Parents' Confidential Statement to the College Scholarship Service. Campbell College is a member of the College Scholarship Service and supports the basic principles advocated by this organization. Applicants for financial aid must ask their parents to submit a Parents' Confidential Statement to the College Scholarship Service and request that a copy be sent to Campbell College. The Parents' Confidential Statement can be obtained from the high school guidance counselor or by writing to the Financial Aid Office, Campbell College 27506.

All entrance requirements must be met before a financial aid award can be made.

The deadline for applications for financial aid and the Parents' Confidential Statement form is March 1. Applicants will be notified of the decisions on or about April 1. Applications received after April 1 will be processed as soon as practicable, provided funds are available.

Persons desiring application forms or more detailed information concerning a particular phase of the Campbell College Financial Aid Program should contact: Director of Financial Aid, Campbell College, Buie's Creek, North Carolina 27506.

Army ROTC Scholarships and Funds

The Army ROTC Scholarship program is designed to offer financial assistance to outstanding young men motivated toward an Army career. Each scholarship provides free tuition, textbooks, and laboratory fees in addition to a subsistence allowance of $100.00 per month for ten months of each scholarship year. Four-, three-, two- and one-year scholarships are awarded on a competitive basis. Four-year scholarship applications are accepted from September 1 through January 15 for the academic year beginning the next fall. Four-year scholarship applications may be obtained by writing Army ROTC, Fort McPherson, Georgia 30330. Information concerning three-, two- and one-year scholarships may be obtained by writing to, or visiting the Professor of Military Science, Campbell College, Box 307, Buie's Creek, North Carolina 27506. All advanced ROTC students (Junior and Senior students) without a scholarship receive $100.00 per month allowance during ten months of each year.

ACADEMIC REGULATIONS

Requirements for Graduation

Campbell College will confer five degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Social Studies, and Bachelor of Music Education. It will award an Associate in Arts degree, upon request, to properly qualified applicants who have completed the equivalent of two years of prescribed work of acceptable quality.

To be eligible for a degree, the candidate must have demonstrated evidence of good character and must have met the minimum residence requirements of thirty-two semester hours. This shall be interpreted as the last year preceding graduation. **The responsibility of making application for graduation in writing at least ninety days prior to the date of the award shall rest with the candidate. It is assumed, further, that all financial obligations have been satisfactorily provided for in advance of graduation.**

The conferring of degrees and the awarding of diplomas will take place at the end of the regular semester or at the end of the summer session.

A candidate for a Bachelor's degree must complete 128 semester hours of college work including Health 111 and two semesters of physical education. He must attain a quality point average of 1.00 or C on all work attempted, and a quality point average of 1.00 or C on all work attempted at Campbell.

He must complete a minimum of nine semester hours in the departmental major at Campbell. He must average C or better in all courses required for the major.

A candidate for the Associate in Arts degree must complete 64 semester hours of work including Health 111 and in addition to two hours of physical education with a quality point average of 1.00 on all work offered for graduation. Also, he must have a 1.00 average on 80 per cent of all work attempted.

Credit, Grades, Points, Load, Etc.

A "semester" hour usually represents one class period a week in a subject continued through a full semester. Thus, for a course meeting three times a week, a credit of three semester hours is given at the close of the semester. Courses in science, home economics, and business education carry laboratory requirements. Two hours of laboratory time is converted into one hour of credit. This laboratory credit is combined with lecture credit and accounts for the fact that a given course carrying four semester hours of credit may require a total of six or more clock hours a week.

The following is the college scale of grading, with the number of quality points assigned for each grade:

A (Excellent)	3 points per hour of credit
B (Good)	2 points per hour of credit
C (Average)	1 point per hour of credit
D (Passing)	0 points per hour of credit
F (Failure)	0 points per hour of credit

A grade of I (Incomplete) must be removed by the completion of the work within 30 days after the opening of the next semester; otherwise it will be recorded as an F. The Registrar may make exceptions to this rule in unusual cases.

Any course dropped without permission is recorded as an F. Permission to add a course may be granted only by the Dean or Registrar before the fifth meeting of the course. Permission to drop a course may be granted only by the Dean or Registrar with the advice of the instructor involved. A course may be dropped with permission not later than the end of six weeks. The Dean or the Registrar will determine whether the record should indicate dropped with permission, dropped failing, or dropped passing.

In summer school the time limit for adding or dropping a course will be based on the equivalent hours of class meetings.

A normal load for any college student is sixteen credit hours per semester. Students who enter with deficiencies will be expected to work off the conditions before taking the prescribed courses for credit.

A full-time boarding student must carry a minimum load of twelve semester hours and may not exceed a maximum of eighteen semester hours exclusive of physical education service courses required of all students.

For work done in other institutions the Dean of the College will assign appropriate credit.

Requests for permission to enroll in courses at other colleges must be approved in writing prior to enrollment by the Dean or Registrar. Courses to be applied against the requirements in the major field must meet with the approval of the Chairman of the Department.

The College will not accept credits earned at another school while a student is under academic or social suspension.

Graduation Distinctions

CUM LAUDE: A student must attain a 2.25 average on all work attempted.

MAGNA CUM LAUDE: A student must attain a 2.50 average on all work attempted.

SUMMA CUM LAUDE: A student must attain a 2.75 average on all work attempted.

To be eligible for honors a student must have completed a minimum of 60 semester hours at Campbell. To be eligible for honors a student must have completed the last 60 semester hours of work prior to graduation within a five year period.

The entire record of a student is considered with the understanding that a transfer student may receive no honors which require a quality point average higher than the quality point average attained on work at Campbell College.

Epsilon Pi Eta Society

The Epsilon Pi Eta Society was organized in the fall of 1928, for the express purpose of promoting character, leadership and scholarship. Membership in the society is gained by the nomination of at least twenty-five per cent of both the faculty and members of the society, in addition to attaining a fixed scholarship record for at least one year.

Classification

The classification of a student depends upon the amount of college work and the number of quality points he has to his credit and not upon the length of time he has been in college. A student is classified:

(1) As a senior, upon the completion of 90 semester hours with grades sufficient to entitle him to 90 quality points.

(2) As a junior, upon the completion of 55 semester hours with grades sufficient to entitle him to 55 quality points.

(3) As a sophomore, upon the completion of 23 semester hours with grades sufficient to entitle him to 23 quality points.

(4) As a freshman, if the regular admission requirements have been met.

(5) As a special student, if for some approved reason he is registered for one or more courses but does not meet the admission requirements.

(6) As a part-time student, if with approval he is registered for less than 9 hours of credit work.

With the permission of the Dean and the instructor, any person may audit any course or part thereof. Preference, however, is given to staff members, their spouses, and students of the College. Requirements as to attendance and participation are determined by the instructor. An auditor receives no credit and no grade, but satisfactorily completed audits are reported to the Registrar's Office and made a matter of permanent record. A student may not audit a course which he expects to take later for credit.

Retention Requirements

The quality point ratio is determined by dividing the quality points earned by the number of semester hours attempted.

To be eligible for readmission in the fall, students must have met the following quality point average requirements on all college-level work attempted:

1. Students who have attempted fewer than 48 semester hours must have a quality point ratio of 0.4.
2. Students who have attempted 48, but fewer than 78 semester hours must have a quality point ratio of 0.6.
3. Students who have attempted 78 but fewer than 110 semester hours must have a quality point ratio of 0.8.
4. Students who have attempted 110 but fewer than 130 semester hours must have a quality point ratio of 0.85.
5. Students who have attempted 130 or more semester hours must have a quality point ratio of 0.9.

Any student who is not meeting the above retention requirements must attend summer school at Campbell College to remove his deficiency.

If a student having a deficit of ten or more quality points is readmitted, he will be placed on probation during the next semester.

Transfer students must meet these retention requirements before beginning their third semester at Campbell.

The maximum number of hours that students are normally allowed to attempt before qualifying for graduation is 160. A student may exceed this number only with the approval of the Committee on Admissions and Retention.

Students who have been ruled ineligible for readmission, on the basis of these requirements, may appeal to the Committee on Retention through the Academic Dean.

Readmission of any student from one semester to another is not automatic. The Committee on Retention may suspend from college at the end of any term any student whose academic achievement for that term has precluded his ability to meet the requirements for retention listed above.

THE COURSE OF STUDY
The General College Curriculum

All students are under the jurisdiction of the General College Curriculum until they are admitted to a Major of Special Program. After admission to a Major of Special Program, the Department primarily involved assumes responsibility for directing the student's academic program. Students interested in pursuing any Special Program or in majoring in Business Education, Elementary Education, Home Economics or Music should enter these programs at the earliest possible date, preferably upon registering for their first semester. Students interested in obtaining a Teacher's Certificate should indicate this before registering for the Sophomore year.

The General College Curriculum is composed of six distinct areas. Ordinarily, the courses should be selected in the order indicated below, although the student may select for his Variable Option during his Freshman year an additional course in Areas "C" or "D", and thereby gain an additional Variable Option during the Sophomore year. If the student is not taking a normal load, or if a course must be repeated, the Variable Option should give way to the other areas. (A normal load is 15 or 16 hours in addition to one hour of Physical Education.) Every student will be assigned to an advisor who will assist him in making his choices. Prior to registration for any semester, every student must have the courses he plans to take approved by his advisor.

A. English Language and Literature
All students must take an English course every semester until the English requirement is fulfilled. (No student will be allowed to drop Freshman English.)

B. Foreign Languages
All students must take a Foreign Language every semester until the Foreign Language requirement if fulfilled.

C. Mathematics and Natural Science
All students must take Mathematics every semester until the Mathematics requirement is fulfilled. All students must take 8 hours of a Natural Science during either the Freshman or Sophomore year.

D. Western Civilization
All students must take either History 111, 112 or Religion 101, 202 or 212 during the Freshman year. All students must take the other during either the Freshman or Sophomore year. (Students interested in majoring in History or Social Science must take History 111, 112 during the Freshman year.)

E. Physical Education and Health
All students must take Physical Education 111, 112 during the Freshman year, and Health 111 prior to admission to the Junior class.

F. Variable Option
Freshman: Ordinarily the **Freshman** will have another course to choose in addition to those required above.

If the **Freshman** is fundamentally uncertain about what he desires to pursue as a Major, then it is highly recommended that he select an additional course in either Area C or D.

If the **Freshman** desires to explore a prospective Major, then the following recommendations will place him in the most advantageous position to be admitted to this Major.

Major	Variable Option
Biology	Biology 111-112
Business Administration	A Natural Science
Chemistry	Chemistry 111, 113
English	Another course in Areas C or D
Foreign Language	Another course in Areas C or D
Geology	Chemistry 111, 113 or Geology 111, 112
History	Another course in Areas C or D
Home Economics	Home Economics 111, 112
Mathematics	A Natural Science or another Mathematics course
Music	Music 101-102

Physical Education	Another course in Areas C or D
Religion	Religion 101, 202
Social Science	Another course in Areas C or D

If the **Freshman** so desires, he may select for his Variable Option one of the following courses:

Art 114, 111, 112
English 228
Home Economics 101, 107
Music 131
Secretarial Science 111, 112
Speech 113, 114

Sophomore: After fulfilling the requirements stated in Areas A through E, the **Sophomore** is then encouraged to select for his Variable Options courses that meet the remaining General Requirements for a B.A. or B.S. Degree (e.g., Art 114 or Music 131, and six additional hours of Social Science from among the following: Economics, Geography, Government, History, Philosophy and Sociology.) However, if the Sophomore has a preference for a Major, but has not been admitted to this Major, then he should consult his advisor on what he should take. Ordinarily, the Sophomore will be assigned an advisor knowledgeable in this area of preference.

Junior and Senior: All Juniors and Seniors who have not been admitted to a major must have their programs approved by the Dean's Office. For students transferring to Campbell, priority in their schedules must be given to the requirements of the General College Curriculum which have not been previously met.

G. Deviations: All deviations from the General College Curriculum must be approved by the Dean's Office.

GENERAL REQUIREMENTS FOR DEGREES

Bachelor of Arts

	Sem. Hrs.		Sem. Hrs.
Art 114 or Music 131	3	Natural Science	8
English 111-112-221-222	12	Religion	6
*Foreign Language	18	Major	up to 45
History 111-112	6	Health 111	2
Social Science of Philosophy	6	Physical Education	2
Mathematics 130, 140, 150, or 160	6	Electives	to total 128

Bachelor of Science

	Sem. Hrs.		Sem. Hrs.
Art 114 or Music 131	3	Natural Science	12
English 111, 112, 221, 222	12	Religion	6
*Foreign Language	12	Major	up to 45
History 111, 112	6	Health 111	2
Social Science or Philosophy	6	Physical Education	2
Mathematics 130, 140, 150, or 160	6	Electives	to total 128

*Six hours of the requirements may be satisfied by the presentation of two or more high school units in the same language.

Minimum Hours Required for Departmental Majors

	Sem. Hrs.		Sem. Hrs.
Biology	32	Home Economics	36
Business Administration	45	Mathematics	30
Business Education	42	Music	40
Chemistry	35	Music Education	42
English	36	Philosophy	30
French	36	Psychology	30
Geology	34	Physical Education & Health	36
History	42	Religion	30
		Social Science	42

Bachelor of Science (Elementary Education)

	Sem. Hrs.		Sem. Hrs.
Art 114, 334	6	Science Education 113, 114, 115	9
English 111, 112, 221, 222, 335, 328 or 336	18	Psychology 222	3
*Foreign Language	6	Education 221, 341, 351, 431, 443, 444, 445, 446, 457	30
Geography 113	3	Religion 101, 202, or 212	6
Government 229	3	Speech 113	2
Sociology 345	3	Health 111	2
Health-Physical Education 333, 334, 444	6	Physical Education 111, 112	2
History 111, 112, 221, 222	12	Electives	to total 128
Mathematics 170, 180	6		
Music 131, 323	6		

See department course descriptions for grade 4-9 certificate requirements

Bachelor of Business Administration

	Sem. Hrs.
Accounting 213, 214, any 300 level course	9
Art 114 or Music 131	3
Business Administration 221, 222, 225, 313, 331, 332	18
Economics 223, 224, 447, 453, 6 hours of Economics elective	18
English 111, 112, 113, 221, 222	14
*Foreign Language	6
Mathematics 130, 140, or 160	6
Natural Science	8
Psychology 222	3
Religion 101, 3 hours elective	6
Health 111	2
Physical Education 111, 112	2
History 111, 112	6
Electives	to total 128

*Six hours of the requirements may be satisfied by the presentation of two or more high school units in the same language.

Bachelor of Music Education

	Sem. Hrs.
English 111, 112, 220, 3 hours elective	12
Foreign Language	12
History 111, 112	6
Mathematics 150	3
Natural Science 111, 112	8
Religion	6
Health 111	2
Education 221, 222, 341, 431, 452, 453, 457	24
Music and Music Education	up to 42
Applied Music	up to 18
Choir or Band	up to 7
Physical Education	2

Bachelor of Arts (Pre-Seminary)

The judgment of the American Association of Theological Schools is that the desirable pattern of pre-seminary education includes the following subjects:

English language and literature; history, including non-Western cultures as well as European and American; philosophy, particularly its history and its methods; natural sciences, both the physical and life sciences; social science, where psychology, sociology, and anthropology are particularly appropriate; the fine arts and music, especially for their creative and symbolic values; biblical and modern languages; religion, both in the Judaeo-Christian and in the Near and Far Eastern traditions.

Since the ministry itself deals with many different concerns, the quality of the student's academic performance is more important than his field of concentration. For this reason the principle to be followed in pre-seminary training is not that of satisfying paper regulations and meeting minimum requirements but of making the

most of opportunities for education. To this end the prospective student is urged to work closely with his college adviser.

	Sem. Hrs.
Art of Music Appreciation	3
English	12-15
Foreign Language	12-18
History	6-12
Mathematics	6
Natural Science	8-12
Philosophy	6-9
Social Sciences	9-12
Religion	30-36
Health	2
Physical Education	2
Electives to total	128

COURSES OF INSTRUCTION

In general, courses numbered 100 or 200 are open to freshmen; those numbered 200 to 300 are open to sophomores; those numbered above 300 are intended for upperclassmen. Credit hours for each course are listed in parentheses after the title.

The College reserves the right to make necessary changes in course offerings where there is insufficient demand for an announced course.

ART

ASSISTANT PROFESSORS: MR. WATERS, MRS. STANFORD

114. Art Appreciation (3). Slide lectures, film, and discussion designed to give an initial exposure to the theory, history, and appreciation of the visual arts. (Every semester)

215. Design (3). Design principles that are inherent in every art form will be studied and applied in two and three-dimensional studio work through the use of line, shape, color, value, and texture. (Fall)

216. Advanced Design (3). A continuation of Art 215 with emphasis on individual expression. (Spring)

218. Drawing (3). Introduction to various media such as pencil, charcoal, and ink with concentration on the human anatomy. (Fall)

219. Advanced Drawing (3). Continuation of Art 218 with emphasis on individual expression. (Spring)

220. Beginning Painting (3). Introductory technique in oil or polymer working from a live model. (Fall)

221. Advanced Painting (3). Continuation of Art 220 with emphasis on problems of composition. (Spring)

334. Art in the Elementary School (3). A course in methods and material for teaching art at the elementary level. Creative experiences in art projects of various media. (Every semester)

BIOLOGY

PROFESSOR: DR. BEARD

ASSOCIATE PROFESSOR: MR. McINTYRE

ASSISTANT PROFESSORS: DR. BURNSIDE, MRS. McCALL
MISS MATTHEWS, MR. SOOTS, DR. YARBROUGH

Biology 111, 112, 113, and 114 may be elected without regard to sequence, except that 111 should generally precede courses numbered 200 and above. No more than two courses in this series may count toward a major or a concentration in Biology.

A student majoring in Biology may elect either a pre-professional, a teacher certification, or a general curriculum. The ancillary requirements for the major are Mathematics 130, 160, Chemistry 111, 113, 227, 228, and Physics 221, 222. Mathematics 222 is required in the pre-professional curriculum. The major consists of a minimum of thirty-two semester hours, and includes 327, 342, 441, and 447-448.

The requirements for a major in Science Education with a concentration in Biology include Mathematics 130, 160, Chemistry 111, 113, 217, or 227 and 228, Physics 221, 222, and Geology 111, 112. The concentration consists of a minimum of twenty-four semester hours in Biology, and includes 327 and 342.

111. Basic Biology (4). An introduction to the elementary aspects of cell structure and division, intermediary metabolism, heredity and development.

112. Human Biology (4). A study of man from the standpoint of body structure and function, cultural development, and biological relationships.

113. Environmental Biology (4). An analysis of environmental problems with application of ecological knowledge to the restoration and maintenance of life-sustaining quality in the world ecosystem.

114. Organismal Biology (4). A study of organisms and the diverse solutions to requirements for existence exhibited by them. The evolutionary theory is considered as a unifying concept of diversity in life forms.

211. Field Botany (4). Collection, identification, and natural history of plants.

212-218. Short courses in plant biology of half-semester duration. Attention is given to field relations, comparative morphology, reproduction, and phylogeny.

212. Algae (2). Freshwater, terrestrial, and marine types.

214. Fungi (2). Bacteria, molds, decay and parasitic fungi, mushrooms, and slime molds.

216. Bryophytes (2). Mosses, liverworts, and hornworts.

218. Vascular Plants (2). Ferns, fern-allies, gymnosperms, and flowering plants.

223. Invertebrate Zoology (4). A phylogenetic approach to the biology of invertebrate groups.

224. Vertebrate Zoology (4). A study of vertebrate evolution, functional morphology, behavior, natural history and distribution.

238. Developmental Anatomy (5). An integrated approach to the study of comparative vertebrate anatomy and embryology.

327. Ecology (4). A study of interactions of organisms with their environments.

331. Invertebrate Paleontology (4). See Geology 331. Prerequisites: Biology 221 or Geology 112, or permission of the instructor.

333. Plant Taxonomy (4). Bryophyte and vascular plant classification, identification, distribution and systematics. Prerequisites: Biology 211, 216, or 218; or permission of the instructor.

334. Microbiology (4). A course treating the fundamental aspects of the biology of microorganisms, primarily bacteria. Prerequisites: Chemistry 111, 113.

342. Genetics (4). A study of heredity. Prerequisites: Chemistry 111, 113, Mathematics 160, and eight hours in Biology; or permission of the instructor.

441. Cellular Physiology (5). The structural, chemical and physical characteristics of cells. Both generalized and specialized aspects are considered. Prerequisites: Physics 221, 222 and Chemistry 227, 228.

442. Comparative Organ Physiology (4). A comparative study of the functions of organ systems in animals. Prerequisites: Biology 223, 224, or 238, and 441.

447-448. Biology Thesis (4). The investigation of a problem for two semesters in the senior year, the results of which are reported in the thesis form. Credit for 447 is deferred until completion of 448.

BUSINESS ADMINISTRATION AND BUSINESS EDUCATION

PROFESSOR: DR. LANDON
VISITING PROFESSORS: DR. CROFT, MR. MILLER, MR. STRANGE
ASSOCIATE PROFESSORS: MR. FOLWELL, MRS. MULKEY, MR. VERMILLION
ASSISTANT PROFESSORS: MRS. BEASLEY, MR. GASKILL, MRS. SIKES
INSTRUCTORS: MR. GARDNER, MR. HARRIS, DR. NORRIS, MR. VAN DER PLOEG, MRS. VICKERY, MR. WOODALL

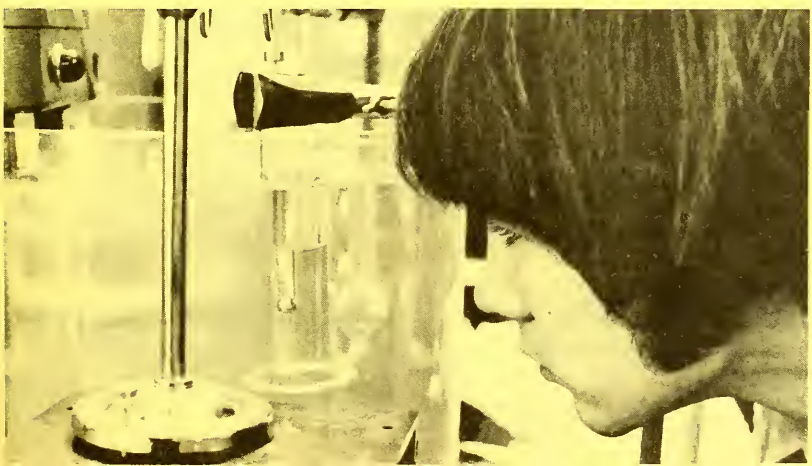
Requirements for a major in Business Administration—(Non-teaching): Business Administration, 213, 214, 221, 222, 225, 313, any 300 level accounting course, 331, 332, Economics 223, 224, 447, 453 and six semester hours of economics electives. Electives must be selected from junior and senior-level courses.

Requirements for a major in Business Administration—(Trust Management): Business Administration 213, 214, 221, 222, 225, 314, 315, 330, 333, 336, 430, 431, 433, 435, 446, 530, 531, 532, 533, 535, Economics 223, 224, 453. Electives must be selected from junior and senior-level courses.

Requirements for a major in Business Education leading to certification: A candidate is given a choice between groups 1 and 2 listed below.

Group 1. (Comprehensive Business)—Business Administration 213, 214, 221, 222, 313. Economics 223, 224, 357. Secretarial Science 111, 112, 115, 116, 120, 225, 332, 333. Education 221, 341, 431, 452, 453, 457.

Group 2. (Basic Business)—Business Administration 213, 214, 221, 222, any 300 level accounting course, 313, 331, 332. Economics 223, 224, 357, 453. Secretarial Science 111, 112, 331, 333. Education 221, 341, 431, 452, 453, 457.



TRUST

The Department of Business Administration of Campbell College offers a course in trust education. The curriculum is designed for those students who are proposing to assume positions of executive and administrative responsibility in the field of trusts.

During the first two years the students follow the basic courses required of all students leading toward a B.B.A. Degree. During the last two years the student takes the following courses:

Third Year

	Sem. Hrs.		Sem. Hrs.
Managerial Report Writing 336	3	Principles of Real Estate 435	3
Fiduciary Principles 330	3	Fiduciary Law 430	3
Corporation Finance	3	Psychology 222	3
Taxation 333	3	Operations and Procedures 315	3
Electives	3	Electives	3

Fourth Year

	Sem. Hrs.		Sem. Hrs.
Fiduciary Law 530	3	Economics 453	3
Taxation 533	3	Estate Planning Seminar 532	3
Data Processing 225	3	Principles of Insurance 433	3
Investments 431	3	Investments 531	3
Electives	3	Estate Administration and Accounting 535	3

TWO YEAR VOCATIONAL CURRICULA LEADING TO ASSOCIATE IN ARTS DEGREE

Secretarial:

Freshman Year	Sem. Hrs.	Sophomore Year	Sem. Hrs.
English 111-112	6	English 113, 221 or 222	5
Secretarial Science 111, 112, 115, 116, 120	12	Secretarial Science 221 or 222, 225, 226, 229, 230, 331, 332, 333	18
Business Administration 213, 221	6	Psychology 222	3
Health 111	2	Religion 101, Religion Elective	6
Physical Education	2	Electives	1
Electives	3		
Mathematics 130 or 140 or 150 or 160	3		

General (Business Education):

Freshman Year	Sem. Hrs.	Sophomore Year	Sem. Hrs.
English 111-112	6	English 113, 221 or 222	5
Secretarial Science 111	2	Economics 223, 224	6
Business Administration 213, 214, 221, 222	12	Psychology 222	3
Mathematics 130 or 140 or 150 or 160	3	Health 111	2
Religion 101, Religion Elective	6	Government 229	3
Physical Education	2	Business Administration 313	3
		Secretarial Science 331	2
		Electives	8

General (Terminal):

Freshman Year	Sem. Hrs.
English 111-112	6
Biology 111-112	8
Religion 101, Religion Elective	6
Mathematics 130 or 140 or 150 or 160	3
Secretarial Science 111	2
Health 111	2
Physical Education	2
Electives (to total 34)	

Sophomore Year	Sem. Hrs.
English 113, 221 or 222	5
Music Appreciation 131 or Art Appreciation	3
Social Science	6
Electives (to total 34)	

BUSINESS ADMINISTRATION

213-214. Accounting Principles (4:3). A study of accounting terms, procedures, and practices of sole proprietorships, partnerships, and corporations. A study is made of special columnar journals, worksheets, financial statements, negotiable instruments and departmental costs.

221-222. Business Law (3.3). The student is introduced to law as it applies to ordinary business transactions, with emphasis on contracts and negotiable instruments. Included are: the divisions of property, agency, partnerships, corporations, sales, and commercial paper. Emphasis is placed on the Uniform Commercial Code throughout the course.

225. Automatic Data Processing (3). A general introduction to concepts and basic features of electronic computers—hardware, software, and systems. The basic elements of machine oriented programming through the algorithmic approach to problem solving.

313. Principles of Marketing (3). A study of basic marketing principles with emphasis on customer behavior, marketing policies, programs, information, management, organizations, institution, research, accounting concepts, and related economic theories. Case studies of various marketing activities are also included. Prerequisite: Economics 224.

314. Corporation Finance (3). A study of the principles, methods, and problems relating to managing the current and long-term financial needs of corporations. The topics studied include procedures for organizing a company; classes of securities; sources of funds; dividend policies; expansion and combination; insolvency and reorganization; government regulation; and organization and methods of the money and capital markets. Prerequisite: Accounting 214.

315. Management of a Trust Department (3). A study of organization, staffing, policies, control procedures and administration of a trust department. Provides the student with a foundation for understanding the role of effective management in achieving adequate profitableness in a trust department. Prerequisite: Wills, Estates and Trusts 330.

323-324. Intermediate Accounting (3.3). A study of the principal accounting statements. A review of the fundamental processes in recording, classifying and summarizing business transactions. A detailed study of the measurement of the business position and of periodic progress. A study of special analytical procedures, including the development of special reports, ratios, and measurements in statement analysis. Prerequisite: Accounting 214.

325. Managerial Accounting (3). A study of the uses of accounting information for decision making inside and outside the business firm. The study is related to the nature and objectives of business decisions—what information is necessary to make them, and what data is relevant and what the uses and limitations of this data are. Prerequisite: Accounting 214.

330. Wills, Estates and Trusts (3). A course designed to introduce students to the subject of property and interests therein; the distribution of property by intestacy or by will. Trusts as a despositive device. The planning and administration of property in estates, trusts and guardianships.

331. Principles of Management (3). A study of the basic fundamentals underlying efficient and effective application in planning and control of human and economic resources under the free enterprise system. Prerequisite: Economics 224.

332. Personnel Management (3). A study of policies, procedures, and techniques involved in the management of men so as to gain maximum rewards for the employee and the employer. Particular emphasis is placed upon managerial development and leadership. Prerequisite: Principles of Management 331.

333. Taxation (3). A study of the basic principles and major problems of the federal income tax laws and their application to tax situations for individuals and corporations. Some attention will be devoted to state tax laws and to tax procedure.

334-335. Cost Accounting (3.3). The principles and procedures followed in the assembly and recording of materials, labor, and manufacturing expenses to ascertain production costs, process costs, costing for joint products, job costing, budgeting, standard costs, direct costs, and pricing joint products are studied. Prerequisite: Accounting 214.

336. Managerial Report Writing (3). The course is designed to prepare students to communicate better in a fast developing and complex technological world. The major emphasis in the course is in organizing and writing reports. Stress is placed also on the research methodology which precedes report preparation. Prerequisite: English 112.

430. Fiduciary Law (3). A study of the origin and nature of trusts, methods of creating a trust, necessity of trust property, capacity to be trustee, definiteness of beneficiaries and the transfer of their interests. Prerequisite: Wills, Estates and Trusts 330.

431. Introductory Investments (3). A study of the field of investments; the securities markets; classes and characteristics of media; mathematics of investments; standards of selection and investment strategies. Prerequisites: Accounting 214, Corporate Finance 314.

433. Principles of Insurance (3). A study of uses of insurance, structure of the insurance business, life insurance, insurance against disability, insurance of property, and insurance against legal ability, to include nuclear energy insurance. Prerequisites: Junior standing, completion of Business Law 222; and approval of instructor.

435. Principles of Real Estate (3). Fundamental principles and problems in purchasing, owning, leasing, developing and operating real estate; interests in realty, liens, contracts, deeds, titles and recording as related to individuals and business organizations and a study of the real estate market. Prerequisites: Business Law 222, Economics 224.

441. Retail Management (3). A study of retailing institutions from the point of view of principles and methods as applied to location layout, organization, operation, merchandising, sales promotion, and control. Another objective of this course is to give the student insight into how management makes retail decisions.

442. Advertising (3). The purposes of this course is to provide students with a basic knowledge of advertising principles and practices in the general field of business. This includes a study of the organization and functions of advertising agencies, the selection of media, evaluation methods, advertising research, and the social and economic effects and relationships in the modern American business world. Prerequisites: Economics 223-224 and Marketing 313.

443. Auditing (3). A course in auditing theory and practice. Auditing objectives, standards, ethics, terminology, procedures, and reports are studied. The place and responsibility of both the internal auditor and the public auditor are studied. Prerequisite: Business Administration 323, 324.

444. Advanced Accounting (3). A comprehensive study of special problems relating to partnerships and corporations, dealing with liquidations, installment sales, consignments, agency and branch accounting, consolidations and mergers, together with receiverships, trusts, and estates. Prerequisite: Business Administration 323, 324.

446. Business Statistics (3). A first course in statistics designed to give business and economics students an introduction to the methods of quantitative analysis involving tests of significance, curve fitting, time series, sampling techniques, and index numbers. Prerequisite: Mathematics 160.

530. Fiduciary Law (3). A study of the administration of trusts; the duties and powers of the trustee; the liabilities of the trustee and remedies of the beneficiary or third persons; the investment of trust funds; allocation and apportionment of receipts and expenses between principal and income; and the termination or modification of a trust. Prerequisite: Fiduciary Law 430.

531. Advanced Investments (3). A study of the theories, methods and techniques of security analysis of equity and debt obligations; portfolio management; corporate fiduciary policies and practices; application of computer techniques to analysis and selection; emphasis placed on case studies. Prerequisite: Introductory Investments 431.

532. Estate Planning Seminar (3). A study of the business principles surrounding the creation of trusts, business-purchase agreements, pension and profit-sharing arrangements, and the disposition of property upon the death of the owner by law or by will. Prerequisite: Taxation 533.

533. Taxation (3). A study of the basic principles and major problems of federal estate and gift tax laws in the light of the Tax Reform Act of 1969. Some attention will be given the problems of local inheritance tax laws. Prerequisite: Taxation 333.

535. Estate Administration and Accounting (3). A senior seminar course for trust majors based on a case problem. The case covers the entire period of administration of an estate and focuses upon the major fiduciary functions of administrative law and court proceedings, income tax and gift and estate tax preparation, investments, accounting which requires the student to set up and operate a complete set of books and prepare all necessary court accountings, making final distribution per terms of the Last Will and Testament.

536. Seminar in Management (3). A study of the latest research materials in the behavioral science field. Field studies of modern management methods with emphasis on the value of the human element. Seminar and field study methods are employed. Prerequisites: Senior standing in Business Administration and permission of the instructor.

ECONOMICS

223. General Economics (3). A study of the basic features of the national economy, with emphasis on economic institutions; determination of national income; economic fluctuations; functions of money and banking; the economic role of government; labor problems; international trade, and economic growth.

224. General Economics (3). A study of the basic economic concepts as they apply to the individual business firm, with emphasis on an analysis of demand, supply, and costs; production and pricing under the different market conditions; allocation of economic resources and determination of the shares of the national income paid to the different factors of production.

333. Intermediate Economic Theory (3). An intensive analysis of the determination of prices and of market behavior including demand, costs and production, pricing under competitive conditions, and pricing under monopoly and other imperfectly competitive conditions. Prerequisites: Economics 223-224.

334. Money, Income and Employment (3). A study of the method and concepts of national income analysis with particular reference to the role of monetary policy in maintaining full employment without inflation. Prerequisites: Economics 223-224.

357. Public Finance (3). A study of the revenues and expenditures of federal, state, and local government, with an analysis of the kinds of taxes and expenditures and of government policy and its impact on full employment, economic growth, and national income. Prerequisite: Economics 223.

358. Economic Development of the United States (3). Economic growth of the United States from colonial times. Emphasis on analysis of causes and effects with an understanding of problems involved or created, plus possible solutions.

447. Public Control of Business (3). Legislative, judicial and administrative efforts to preserve competition; economic theory vs. political actions; government created monopolies. Prerequisites: Economics 223-224.

453. Money and Banking (3). The function and development of money, credit, and banking, with emphasis on the Federal Reserve System and its policies for maintaining economic stability. Prerequisites: Economics 223-224.

554. Labor Economics (3). Development of trade unions as an institution, their aims and methods. Primary issues in collective bargaining. Economics implications of labor policy. Labor relations and the community.

555. Comparative Economic Systems (3). Comparative analyses of the economic theories, institutions and operation of communist, socialist, fascist, and capitalist systems. Prerequisites: Economics 223-224.

556. History of Economic Doctrine (3). A survey of the development of economic thought from the Mercantilists until the present, the relation of economic doctrines to the problems of the period and to the other sciences. Prerequisites: Economics 223-224.

558. International Economics (3). A study of the fundamental principles underlying economic relations between countries and between world regions. The subjects included are the theory of comparative advantage, commercial policies, capital movements, the international monetary mechanism, and balance-of-payments problems. Prerequisites: Economics 223-224.

SECRETARIAL SCIENCE

111. Beginning Typewriting (2). A thorough study of the keyboard, technique of the touch system, instructions on the care of the machine, special drills, personal and business letters, themes, composing. Minimum speed requirements: Secretarial students, 40 words a minute; Accounting students, 35 words a minute.

112. Elementary Typewriting (2). Measurement of basic and production skills, with emphasis on letters, manuscript typing, special communications, tabulated reports. Minimum speed requirements: Secretarial students, 50 words a minute; Accounting students, 45 words a minute.

115. Beginning Shorthand (3). The principles of Diamond Jubilee Shorthand are taught. Sufficient writing practice is given to develop a writing speed of 60 words a minute.

116. Elementary Shorthand (3). Dictation and transcription are stressed. Emphasis is placed on word-division, spelling, punctuation, correct grammar. Sufficient writing practice is given to develop a writing speed of 80 words a minute.

120. Elementary Transcription (2). The fusion of the skills of English, shorthand, and typing are stressed to the end that efficiency in producing mailable transcripts is attained. Transcription of a minimum of fifty mailable letters and five articles at a reasonable speed is required.

221. Advanced Typewriting (2). Speed and accuracy are stressed. Special emphasis is placed on problems of office-like situations. Minimum speed requirements: Secretarial students, 60 words a minute; Accounting students, 50 words a minute.

222. Advanced Typewriting (2). Production typewriting is stressed with the use of a practice set. Minimum speed requirements: Secretarial students, 65 words a minute; accounting students, 55 words a minute.

225-226. Advanced Shorthand (3.3). An intensive review of Gregg Simplified Shorthand is given. Practice is provided in the construction of new outlines by evolution drills. A minimum dictation speed of one hundred words a minute is required.

229-230. Advanced Transcription (2.2). A continuation of Transcription 120 is pursued. Basic techniques of transcription are refined and improved. Transcription of a minimum of fifty mailable letters and five articles at commercially accepted standards is required a semester.

331. Office Machines (2). Speed and accuracy are stressed in the operation of the machines: rotary calculator, ten-key adding machine, and key-driven calculator.

332. Office Management (3). This course is designed to provide an opportunity for an individual to understand himself and his relationships with others. Special emphasis is placed on small group work in problem-solving situations.

333. Office Practice (1). A study in filing, key punch, dictaphone transcription, duplicating, and other office procedures. Prerequisite: S.S. 112.

CHEMISTRY

PROFESSOR: DR. JUNG
ASSOCIATE PROFESSOR: DR. HOVIS
ASSISTANT PROFESSORS: MRS. BRITTON, DR. PETERSON
INSTRUCTOR: DR. LANDRY

Requirements for a major in Chemistry: A candidate for the Bachelor's degree with a major in Chemistry must satisfactorily complete Chemistry 111, 113, 227, 228, 315, 334 and courses numbered above Chemistry 228 to total a minimum of thirty-five semester hours. Biology 441 will be accepted toward a degree in Chemistry. Calculus and one year of Physics are required of all Chemistry majors. Candidates who are considering graduate studies should complete the third course in Calculus and acquire a reading knowledge of German and/or French.

Requirements for teacher certification: Those who seek certification in an area of science to teach in secondary schools should major in Science Education. The student who chooses Chemistry as his area of concentration should satisfactorily complete twenty-four semester hours in this area, and six semester hours in each of the following: Physics, Earth Science, Biology, and Mathematics. To meet the minimum certification requirements in the area of Chemistry, the following courses are recommended: Chemistry 111, 112, 113, 217, 315 and one additional elective course in Chemistry.

111. General Chemistry (4). A broad overview of the various divisions of chemistry. The preparation, properties, and uses of the principal elements and their compounds are covered, with attention to the fundamental principles and theories of inorganic chemistry. No credit toward meeting the general requirements in Natural Science will be given for Chemistry 111 until either Chemistry 112 or 113 is satisfactorily completed. Corequisite or Prerequisite: Math 150. (Every semester)

112. Environmental Chemistry (4). Some of the chemistry involved in nature's balance of the components of our environments; and some chemical effects of pollutants. This is a terminal course for those who wish to complete but one year of chemistry. Prerequisite: Chemistry 111. (Spring)

113. Qualitative Analysis (4). The fundamental principles, problems, and methods of separation and identification of the common cations. Prerequisite: Chemistry 111. (Every semester)

217. Elementary Organic Chemistry (4). An introductory course designed for nurses, medical technology students and others who desire a semester of organic chemistry. Prerequisites: One year of college chemistry. (Spring)

227, 228. Organic Chemistry (5,5). A mechanistic approach to the chemistry of aliphatic and aromatic organic compounds. Special topics include spectroscopy, stereochemistry, carbohydrates, amino acids, and proteins. Prerequisite: Chemistry 113. (Fall, Spring)

315. Quantitative Analysis (5). A course in principles and methods of volumetric and gravimetric analysis. Instrumental as well as classical methods are included. Prerequisites: Chemistry 113. (Fall)

329. Qualitative Organic Analysis (4). The systematic identification of organic compounds. Prerequisites: Chemistry 228. (Fall) (Corequisite): Chemistry 441.

331. Inorganic Chemistry (3). A course dealing with descriptive and theoretical inorganic chemistry. Prerequisite: Chemistry 315. (Spring)

334, 335. Physical Chemistry (5,5). A two-semester course covering the elements of chemical thermodynamics, kinetics and structure. Specific topics include studies of the states of matter, thermochemistry, entropy, and free energy. The second semester will include electrochemical phenomena, the phase rule, homogeneous reactions, and introductions to chemical bonding and statistical mechanics. Prerequisite: Chemistry 315 and Math 222. (Spring, Fall)

429. Organic Preparations (2). A laboratory course employing special techniques in the preparation of organic compounds. Prerequisites: Chemistry 228.

431. Inorganic Preparation (2). A laboratory course employing special techniques in the preparation of inorganic compounds. Prerequisite: Chemistry 331.

441. Spectroscopic Methods (2). The use of spectroscopic analysis in the identification of organic compounds. (Fall)

445, 446. Chemical Research (2-4). An upper division student in good standing is urged to pursue an experimental research project with the guidance of any member of the chemistry faculty chosen by the student. It is recommended that such projects be initiated in the fall semester.

451, 452. Literature Seminar (1,1). Senior chemistry majors are required to participate; others are encouraged to attend. (Fall, Spring)

EDUCATION AND PSYCHOLOGY

PROFESSORS: DR. SWIERS, DR. FREEMAN
ASSOCIATE PROFESSOR: DR. TURNER
ASSISTANT PROFESSORS: DR. CALVERT, MRS. GRAY, MR. HORTON, DR. MACON, MRS. PARKER, MR. TAYLOR
INSTRUCTORS: MRS. BROOKS, MR. NICHOLSON, MRS. YODER

Objectives

The purposes of the Department of Education and Psychology are as follows:

(1) To coordinate the educational preparation of all prospective teachers and to provide the necessary professional courses and experiences. Teacher Education has been one of the important functions of the college since it became a senior college.

(2) To provide a major in Elementary Education.

(3) To provide a major in psychology.

(4) To contribute to the over-all general-education objectives of the college through courses in education and psychology.

Admission Policy

All candidates for teacher education must be officially admitted to the teacher education program of the college. The criteria for admission to this program include, among other requirements, the following:

(1) Grades—a minimum average of C in the major field, in professional education courses, and overall scholastic work.

(2) Approval of the major department and of the Department of Education.

(3) Approval of the Dean of the College and the Dean of Students.

(4) No conditions, academic or otherwise.

(5) Completion of required standard examinations and a satisfactory pattern of scores.

To qualify for a North Carolina Class A teaching certificate, a degree in Bachelor of Arts or Bachelor of Science must be obtained. The requirements for these degrees are listed elsewhere in this catalogue. The Elementary Education major is planned for those students who wish to qualify for an Elementary Class A certificate. The student wishing to qualify for a secondary certificate must select a major in an academic field—the academic field in which he wishes to be certified. Below is a summary of the professional education courses which must be taken to qualify for an elementary school certificate or a secondary school certificate.

Elementary Teachers

Freshman or Sophomore Year: Psychology 222—General Psychology.

Sophomore Year: Education 221, Introduction to Education—either semester.

Junior Year: Education 341, Human Growth and Development—first semester; Education 351, The Elementary School—second semester.

When the student wishes to do student teaching the first semester of the senior year, the following courses should be taken the first semester of the junior year: Education 341, Human Growth and Development and Education 351, The Elementary School; and during the second semester, Education 444, Arithmetic in the Elementary School and Education 445, Social Studies in the Elementary School. The Education Block of the first semester of the senior year would include: Education 431, Educational Psychology; Education 443, Language Arts in the Elementary School; Education 446, Science in the Elementary School, and Education 457, Student Teaching.

When the student wishes to do student teaching the second semester, the following courses should be taken the first semester of the senior year: Education 443, Language Arts in the Elementary Schools, and Education 446, Science in the Elementary School. The second semester Education Block would include: Education 431, Education Psychology; Education 444, Arithmetic in the Elementary School; Education 445, Social Studies in the Elementary School, and Education 457, Student Teaching.

The Elementary Education major requires a minimum of 86 hours of specific general-education and academic work. Elementary Education majors choose either the K-3 or the 4-9 certificate. The K-3 curriculum includes specialization in early childhood education in such courses as Art 334, Education 443, English 328, and Speech 113. Education 356 should be added to the general elementary curriculum. The 4-9 curriculum changes the general elementary curriculum by requiring one course from two fields (6 sem. hrs.)—Geography, Government Sociology, and by requiring Education 443 and two selected courses from Education 444, 445 and 446. The 4-9 curriculum also requires at least one concentration of not less than 18 semester hours from an academic field.

Secondary Teachers

Students who plan to teach in High School should complete Psychology 222 and Education 221 and 341 not later than the second semester of the Junior Year. The Education Block of 15 hours, Education 431, Educational Psychology; Education 452, The Secondary School; Education 453, Methods and Materials in the Secondary School and Education 457, Student Teaching, which may be taken either the first semester or the second semester of the Senior Year, depending upon the student's major, will complete the Education requirements for teacher certification, provided the student has completed the requirements for his major.

Psychology Majors

All candidates for a major in psychology must be officially admitted to the psychology program. The standards for admission to the program include:

1. Completion of the general college curriculum requirements.
2. Grades—a minimum grade-point average of 1.0 in all work attempted.
3. Approval of the psychology faculty and the Head of the Department.
4. A satisfactory pattern of scores on a screening battery of tests. The student should request to take the tests at the beginning of his sophomore year or as soon thereafter as possible.

Requirements for a major in psychology: 30 semester hours, including courses 222, 330, 360, 364, 366, 368, 370 and 463. Elective hours may be selected from: 332, 362, 365, 367, 369, 461, 471, 472 and 473. Psychology 222 is a prerequisite to all courses except Psychology 366.

Psychology majors should take Biology 111 and 112. Students considering graduate study for work in clinical and counseling psychology should take additional work in biology and sociology. Anyone planning to work in the experimental field should elect courses in mathematics, statistics, and chemistry. Those considering the personnel and industrial field in psychology should elect Business Administration 331 (Management) and Economics 554 (Labor Economics). Anyone planning to work in the public school should take Education 221. The foreign language that is recommended for graduation is either French or German. Psychology majors may qualify for either a Bachelor of Arts or a Bachelor of Science degree.

EDUCATION

221. Introduction to the Study of Education (3). Development of our modern educational system, with emphasis on historical background; aims of education in a democracy; how our present elementary, secondary, and higher education levels came into existence; duties of the teacher; purpose of the curriculum; plant; support and control of schools. Designed to be a foundation for further study in education. Required of all prospective teachers. Prerequisite: Psychology 222.

341. Human Growth and Development (3). Early postnatal life; physical growth and development; development of motor abilities, the language and thought of the child and adolescent; children's play and interest; adolescent interest; emotional factors in development during childhood and adolescence; parent-child relationships in childhood and adolescence; social education, mental hygiene, and psychosexual development of childhood and adolescence. Required of all prospective teachers. Prerequisite: Psychology 222.

351. The Elementary School (3). A continuation of Education 221 with particular emphasis devoted to the philosophy, aims and purposes, principles and practices of the elementary school. Required for elementary school certification.

356. Curriculum of Kindergarten (3). Guiding prospective kindergarten teachers in planning and developing a curriculum suitable for the five-year olds which will be flexible and adaptable to the individual situation. Content of the curriculum will be dealt with specifically, showing how each area assists in obtaining the desired goals the teacher has established, and how the interest of the children and their readiness for the material are influential.

362. Audio-Visual (2). Audio-visual materials and techniques. Principles underlying the selection, production and use of materials for instructional purposes in the field of teaching, and social services. Laboratory experiences in the operation of equipment and preparation and evaluation of instructional and learning aids.

431. Educational Psychology (3). Psychological tests of aptitude, achievements, interests, personality, and informal evaluation procedures with emphasis on the use of these instruments in an educational setting; the statistics of testing—central tendency, variability, correlation, standard core; cognition in the child and adolescent—learning theory, laws of learning, concept formation and extention, forgetting, intelligence, transfer of training; psychomotor learning; problem-solving and creativity; programming as a teaching device. Required of all prospective teachers. Recommended as part of student teaching block. Prerequisite: Psychology 222.

441. The Teaching of Reading (3). The principles of organizing a reading program and teaching pupils to read. Stresses methods, materials and basic research in reading. Covers diagnoses and corrective techniques to meet individual needs. Includes techniques for teaching reading in the content (subject) areas. Laboratory experience in schools constitutes part of the requirement.

443, 444, 445, 446. Elementary School Methods and Materials (9).

443. Language Arts in the Elementary School (3). Principles of organizing a program and teaching in the areas of writing, speaking and listening; grammar; usage; spelling; penmanship; problems of the disadvantaged and the accelerated pupil; evaluation of the language arts areas; place and utilization of reading in the language arts. Laboratory experiences are included.

444. Arithmetic in the Elementary School (2). Principles of organizing a program and teaching a modern arithmetic program covering readiness; the computation skills—adding, subtracting, multiplying and dividing whole numbers and fractions; measurement; quantitative awareness and thinking; inquiry and problem-solving approach to learning; diagnosis and remediation; enrichment; reading in the subject area. Laboratory experiences are included. Prerequisite: Math 170, 180.

445. Social Studies in the Elementary School (2). Principles of organizing and teaching the social studies curriculum including persons, institutions, and activities with their interaction and interdependence; geography, physical and economic; democracy as a way of living; economics; our world neighbors including interaction and interdependence; chronological awareness; reading in the subject area. Laboratory experiences are included.

446. Science in the Elementary School (2). Principles of organizing a program and teaching elementary science covering living things; the earthcrust and atmosphere; space; the universe; matter; energy; interaction and interdependence of science in our environment; problem solving and inquiry approach to learning; using the community as a resource and laboratory for teaching and learning; reading in the subject area. Laboratory experiences are included.

447. Improvement of Reading (3). Principles of diagnosis; selection of materials; individualizing instruction and evaluation techniques for improving reading skills and reading in the subject areas. Prerequisite: Education 441 or the equivalent, or teaching experience.

452. The Secondary School (3). A continuation of Education 221 with particular emphasis on the history and philosophy of the secondary school; the relation of elementary to secondary education; the aims, purposes and practices of the secondary curriculum; the place of guidance and counseling in secondary education; and an evaluation of the comprehensive high school. Required for secondary school certification.

453. Methods and Materials in Teaching Secondary Grades (3).

B.E.	Business Education (1) (2)	MU.	Music (1)
E.	English (1) (2)	P.	Physical Education and Health (1) (2)
F.	French (2)	N.	Science (2)
H.	Home Economics (1) (2)	S.	Social Studies (1) (2)
M.	Mathematics (1)		

The selection of subject matter; the use of the textbook; diagnosing learning problems—readiness, the slow learner, the emotional problem, the gifted; teaching secondary students to read subject matter; methods of teaching—recitation, lecture, laboratory or project, cooperative group; new educational experiments, ideas, and practices—teaching machines, educational television, audiovisual devices, enrichment programs, team teaching; all the above activities applied to a specific subject matter. Required for secondary level certification. Must be taken in block with Education 457. The numerals above indicate the semester in which the special methods courses will be offered.

457. Student Teaching (6). Student teaching is conducted on a full-time basis during the second half of either the first or the second semester of the senior year. The student teacher observes, aids, and ultimately, assumes charge of regularly scheduled classes in a school. Each student teacher will participate in a planning and evaluation session, with the education faculty and others concerned, each Saturday morning while doing student teaching. Members of the education faculty, subject matter specialists, and cooperating teachers will work together in the assignment and supervision of the student teacher.

PSYCHOLOGY

Students are encouraged to become involved in as many community activities as possible such as tutoring culturally deprived children and being "Big Brothers or Sisters." There is also a volunteer activity at the Mental Health Center which involves a telephone service for people in distress.

222. General Psychology (3). A study of the various fields of psychology; the developmental process; motivation; emotion; frustration and adjustment; mental health; attention and perception; problems in group living. Attention is given to application of these topics to problems of study, self-understanding, and adjustment to the demands of society. Required of all prospective teachers.

330. Experimental Psychology (3). An introduction to the basic methods of experimental psychology. Special emphasis is placed on increasing the student's ability to understand and evaluate scientific articles as well as to conduct and report research. Exposure to historically significant problem areas is also provided.

332. Social Psychology (3). The study of forms of interaction of personalities which characterize social life. Topics for consideration include the manner in which status and role characteristics affect personality; the behavior of small groups studied experimentally; group pressure on individual judgment; rumor; leadership; crowd behavior; social movements.

360. Developmental Psychology (3). The effect of the bio-social field on man and the psychological evolution through the life span.

364. Psychology of Personality (3). A study of the normal personality including a review of factors which influence personality development and individual differences. The areas of personality description, assessment, and deviation will be surveyed.

365. Industrial Psychology (3). This is a study of psychological principles as applied to business and industry, to employer-employee relationships, to producer and consumer behavior.

366. Statistics I (3). (See Mathematics 160).

367. Statistics II (3). A study in statistical inference, correlational techniques, "T" test and analysis of variance will be considered.

368. Psychology of Learning (3). A survey of the major concepts and experimental methods of learning.

369. Physiological Psychology (3). A study of the biological correlates of behavior. The functions and structure of the sensory and motor systems.

370. History of Psychology (3). This course is an over-all view of the origins of movements, psychological concepts, and fields of study.

461. Abnormal Psychology (3). A survey of the major forms of abnormal behavior of children and adults with an emphasis on understanding the cause, treatment, and prevention of these disorders. Prerequisite: Psychology 364.

463. Educational and Psychological Testing (3). The principles of educational and psychological standard tests in the areas of aptitude, achievement, personality, interests, and attitudes. An examination of the various types of tests using test manuals and the tests themselves. The application of these tests to educational and psychological measurement. Laboratory fee, two dollars. Prerequisite: Psychology 366.

471. Clinical Psychology (3). A survey of the field of clinical psychology covering the major positions in which clinical psychologists are employed and their principle activities. Prerequisites: Psychology 461 and 364.

472. Perception (3). A study of vision, audition, chemical senses and psychophysical methods.

473. Psychology of Exceptional Children (3). A study of children who are exceptional, either superior or inferior, in emotional, social, physical, or mental abilities.

475. Theories of Personality (3). A survey of the major personality theories ranging from Freud to Existentialism. Seminar for psychology majors only.

485. Psychology Club Seminar (1). Senior psychology majors who have been active in the psychology club for one semester may receive 1 hour credit per semester for club membership. The student will be expected to research an area of interest related to psychology and will formally present his findings at one of the regularly scheduled club meetings.

490. Practicum O'Berry (3). Practicum at O'Berry Center for the Retarded at Goldsboro. Selected upperclassmen will be given the opportunity to become involved in various programs in the institution. Programs will concern the practical application of behavior modification techniques, intelligence testing and participation in classroom activities.

Supervision will be arranged through the staff of the institution and the faculty at Campbell. The student will participate in a seminar and also write a paper concerning his experiences. Additional credit may be obtained with permission of the student's advisor.

492. Practicum—Guidance and Counseling in the Public Schools (3). Selected upperclassmen who are interested in a career in guidance and counseling will be given the opportunity to work with a guidance counselor in the public schools. Students will perform activities expected of guidance counselors, e.g., testing, interpreting tests, and counseling, and will write a paper concerning some aspect of guidance and counseling. Supervision will be given by the guidance counselor with whom the student works, and the faculty at Campbell. Additional credit may be obtained with permission of the student's advisor.

495. Practicum Harnett County Youth Center (3). Practicum at Harnett County Youth Center in Lillington. Selected upperclassmen will be given the opportunity to become involved in programs of individual intellectual testing, group testing, and obtaining social histories, of the inmates at the prison.

Supervision will be arranged through the staff at the institution and the faculty at Campbell. The student will participate in a seminar and also write a paper concerning his experiences. Additional credit may be obtained with permission of the student's advisor.

497. Practicum—Intensive Work Experience (6). Selected upperclassmen will have the opportunity to work full time during a summer session in the Harnett County Center and O'Berry Center. The students will be supervised by the staff of the institution and faculty at Campbell and will be involved in certain activities expected of a staff psychologist at the respective institution.

499. Psychology Seminar (3). A seminar designed to permit an advanced psychology major to investigate in detail specific problem areas relating to his primary field of interest. Permission must be obtained from the psychology department.

ENGLISH

PROFESSORS: DR. SINCLAIR, DR. V. GRAHAM
ASSOCIATE PROFESSORS: MRS. CHRISTIAN, MRS. FREY, DR. HEATON, MRS. KENNEDY, MISS STEWART
ASSISTANT PROFESSORS: DR. CIHOLAS, MRS. HAMILTON, MRS. LAUFFER, DR. McDONALD, MRS. RAMOS, DR. L. TAYLOR

Requirements for a major in English: 36 hours, with a "C" average, including 12 hours of the general degree requirements. Also required are English 221 and 21 hours above 300; Shakespeare, 3 hours; History of the Language or Chaucer, 3 hours. English 321-A and B are highly recommended.

Requirements for a Teacher's Certificate: An English major as described above, but with fewer electives. The requirement courses include Shakespeare, 3 hours; History of the English Language, 3 hours; Advanced Grammar, 3 hours; Speech, 2 hours; and Journalism, 3 hours (See the Department of Education for a statement of requirements in Education for prospective teachers).

111. Composition (3). A course designed to make the student proficient in written composition. No recorded "F" but the student must continue in the course until proficiency is achieved.

112. Composition (3). A course designed to provide more experience in written composition and to introduce the student to the literary genres, poetry, fiction and drama.

221. British Masters (3). A study of selected works by major British authors.

222. American Masters (3). A study of selected works by major American authors.

223. Masterpieces of Fiction (3). A study of selected works of fiction, British, American, and Continental.

224. Masterpieces of World Literature (3). A study of selected works by major literary figures, primarily Classical and European.

228. Word Study and Vocabulary (2). A systematic study of word origins and meanings, with the objective of vocabulary building as a means of improving the ability to think, read and communicate effectively. (every semester). Prerequisite: English 111-112.

229. Creative Writing (3). A study of the techniques of writing primarily poetic and prose fiction and secondarily non-fiction. (fall, odd years)

321-A. Masters of English Literature (3). Before 1750.

321-B. Masters of English Literature (3). After 1750.

328. Child Language Development (3). The first part of this course is designed to introduce the student to the various ways of studying language in the areas of phonology, morphology and syntax. The second part of the course is designed to acquaint the student with some of the research being done into the ways children acquire and develop their language skills. In the second part of the course, the student will be applying the theoretical concepts introduced in the first part. (every semester)

329. Contemporary World Literature (3). Readings in translation from the major contemporary—since World War II—world literary figures. Readings might be centered around a theme, a literary problem, or a nationality. (spring, every year)

330. Continental Novel (3). Extensive readings (in translation) from the major modern novelists of Continental Europe, i.e., from the time of Flaubert and Dostoevsky to World War II. (fall, even years)

***331. Literature of the English Renaissance (3).** A study of main Renaissance religious and philosophical ideas as they appear in works of literary figures in Renaissance English. (fall, even years)

332. Shakespeare Survey (3). A comprehensive survey of Shakespeare's plays, based upon a study of selected works illustrating his development and significance as a dramatist. Some supplementary readings in the fields of Shakespearean criticism, and the Elizabethan theatre and English life. (fall, every year)

332-A. Shakespeare's Comedies and Histories (3). An extensive and intensive study of these works from the earlier periods of Shakespeare's career, with supplementary readings as mentioned above. Not open to those who have taken English 332. (spring, odd years)

332-B. Shakespeare's Tragedies and Dramatic Romances (3). A thorough study of these works from the later periods of the dramatist's career, with supplementary readings. Not open to those who have taken English 332. Offered every other spring, alternating with Shakespeare's Comedies and Histories. (spring, even years)

333. History of the English Language (3). A study of the development of the language from Old English to the present, with attention to its relation to other Indo-European Languages. (fall, every year)

334. Chaucer (3). A study of The Canterbury Tales with attention to Middle English syntax and phonology, medieval backgrounds, and contemporary criticism. (Spring, every year)

335. Children's Literature (3). A course for students who expect to teach the language arts in the elementary school, including the reading and evaluation of literature designed for children, with some attention to illustrators and other visual arts. This course is open to majors in Elementary Education only. (every semester)

336-S. Modern Grammar (3). Modern Grammar is a study of the morphology and syntax of American English. The primary approach taken to the study of language in this course is that of transformational grammar. However, the ways in which this approach differs from that of traditional grammar will be stressed in order to give students familiarity with both approaches to the study of language. (every semester)

336-E. Modern Grammar (3). For elementary education majors. A study of the morphology and syntax of American English. The primary approach taken to the study of language in this course is that of transformational grammar. However, the ways in which this approach differs from that of traditional grammar will be stressed in order to give students familiarity with both approaches to the study of language. Appropriate consideration will be given to instructional problems peculiar to teaching modern grammar in the elementary schools. (every semester)

337. American Literature Since 1855 (3). A survey of the literature of the United States from Whitman to about 1940, with attention to prose writers of local color, realism and naturalism, and to selected poets.

* Course offered every other year.

*338. **English Drama** (3). The history of English drama, with the reading of representative masterpieces of dramatic composition, from the medieval beginnings to 1642, exclusive of Shakespeare.

*339. **Milton** (3). A study of the English poems of John Milton, with concentration on Paradise Lost and Paradise Regained, and with reading in translations of the Latin poems, selected prose, biography and criticism. (fall, odd years)

*340. **Literary Criticism** (3). An intensive study of the foundations of modern literary judgment. Included are readings in all the major contemporary schools of criticism as well as analyses of major theoreticians of the past from Aristotle to Coleridge. (spring, even years)

*440. **English Literature of the Neo-classical Period** (3). A study of such authors as Dryden, Pope, Swift, and Johnson, belonging to the classical tradition; also, the beginning of Romanticism in poets of the eighteenth century. (spring, odd years)

*441. **Poets and Prose Writers of the Romantic Period** (3). Wordsworth and contemporary poets; literary critics, including Coleridge; essayists, including Lamb. (spring, even years)

*444. **Poets and Prose Writers of the Victorian Period** (3). Tennyson, Browning, and contemporary poets; Macaulay, Carlyle, Rsukin, and other prose writers. Attention is paid to the social and philosophical aspects of this era as revealed in the literature. (fall, odd years)

445. **The English Novel** (3). A study of important and representative English novels, chiefly of the nineteenth century. (fall, odd years)

*451. **Modern Drama** (3). From Ibsen to the present. Realism and naturalism; various developments in non-realistic drama, such as symbolism and expressionism. Continental writers important in the modern drama; British and Irish dramatists; American playwrights beginning with O'Neill. (fall, odd years)

452. **Modern British & American Poetry** (3). A study of selected British and American poets, chosen to represent poetic range and direction, philosophies and artistic techniques, and conflicting diversities, from about 1912 to the present. (fall, odd years)

453. **Nineteenth Century American Fiction** (3). An examination of the human condition as imaged in the world-views of the novels of nineteenth century America.

455. **Contemporary American Fiction** (3). A study of selected contemporary —since World War II—American writers of prose fiction, with attention to changing aesthetic, social, and literary conventions. (spring, every year)

456. **Seminar** (3). Subjects for in-depth analysis and discussion to be drawn from varying areas of literary interest and concern.

460. **Senior Readings** (3). A course intended to fill in the gaps in the student's background and knowledge. Readings and independent study, conference.

499. **Senior Essay** (3). An independent study the subject of which is selected by the student in consultation with the student's chosen professor. In addition to the essay the study will culminate in an oral examination. (every semester)

* Course offered every other year.

The English Department has instituted a program that will provide two areas in which the able student may undertake independent study for both credit and recognition—In-Course Honors and a Senior Essay. The In-Course Honors work is to be independent study undertaken as an adjunct to an upper level English course, whereas the Senior Essay is to be directed independent study in an area selected by the student. English majors may work toward an honors degree in English by undertaking two In-Course Honors courses and the Senior Essay. However, the department encourages interested students to pursue a plan of independent study (In-Course Honors) whether or not they plan to undertake the departmental honors program.

JOURNALISM

INSTRUCTOR: MR. DELANO

201. News Reporting and Writing (3). Study of newspaper English and style, study and practice of news gathering techniques, practice in writing the basic types of news and feature stories. Creek Pebbles is a laboratory for this course. Prerequisite: English 111-112. An elective for sophomores and juniors.

202. News Writing and Editing (3). Study and practice of specialized news reporting—sports, speeches, and reviews. Attention to editorial procedure, rewriting, headlining, caption writing, and make-up. Some attention to the elements of photo-journalism from the editorial viewpoint. Creek Pebbles, is a laboratory for this course. Prerequisite: English 111-112.

SPEECH AND DRAMATICS

ASSOCIATE PROFESSOR: MR. LINNEY
ASSISTANT PROFESSOR: MR. SKAGGS

113. Voice and Diction (2). A basic speech production course designed for the development of a more pleasing and efficient voice. Special attention is given to individual vocal problems.

114. Oral Interpretation (2). Designed to follow Speech 113. Techniques and practice in the oral presentation of prepared works, original or from literature. Emphasis is on gaining the dramatic value from such works, as well as on improving vocal techniques.

115. Public Speaking (2).

117. Corrective Speech (1). Designed specifically for students afflicted with speech disorders (one to three hours in one semester or extended over several semesters according to need); group meetings of the class, supplemented by clinical periods devoted to individual diagnosis and treatment.

227. Acting and Directing (3).

228. Stagecraft (3).

FOREIGN LANGUAGES

PROFESSORS: DR. EARP, DR. BURKOT
ASSOCIATE PROFESSOR: MR. D. PHELPS
ASSISTANT PROFESSOR: MR. R. PHELPS
INSTRUCTOR: MRS. POLLANS

The foreign language requirements for a degree at Campbell are 18 semester hours for the Bachelor of Arts and 12 semester hours for the Bachelor of Science except in Business Administration and Elementary Education which require 6 semester hours.

Six hours of the above requirements may be satisfied by the presentation of 2 or more High School units in the same language.

It is assumed that the freshman student entering Campbell will have had 2 units of the same foreign language in high school. He should, therefore, continue with the intermediate courses in the same language numbered 111 and 112.

If he chooses another foreign language to meet the requirements for the Bachelor of Arts or the Bachelor of Science degrees, he must complete the intermediate courses in the new language.

When a student has passed the first half of the elementary or intermediate foreign language courses and chooses not to continue with the second half, he will receive credit earned but this credit will not count toward meeting the foreign language requirements for graduation.

Requirements for a major in French and for certification: At the present time the department offers a major only in French. Both the major and certification to teach in the secondary schools of this state require 30 hours above the elementary level or 36 hours if begun at the elementary level. 331-332 and 345-346 must be among the courses taken.

It is recommended that a student majoring in French use his electives to secure as strong a background in the liberal arts as possible. His electives should include another language and courses in such fields as English, history, philosophy, religion, and the sciences.

Language Laboratory: The elementary and intermediate courses in the modern languages require frequent use of the language laboratory.

FRENCH

101-102. Elementary French (3.3). Introduction to the basic skills of the language—reading, writing, speaking, and aural comprehension.

111-112. Intermediate French (3.3). Continued practice in the basic skills; review of grammar; reading of selected literary texts. Prerequisite: 101-102.

221-222. Survey of French Literature (3.3). An historical treatment of the main current of French literature, with analytical studies of selected readings in each period. Prerequisite: 111-112.

331-332. French Composition and Conversation (3.3). Advanced grammar and composition; phonetic analysis and drills; advanced audiolingual exercises. Required of majors.

340. Moliere (3). Translation and discussion in class of certain plays, with others assigned for parallel reading.

341. French Classical Drama (3). A survey of medieval and renaissance drama; readings in English from Greek and Latin drama; readings in French from Corneille, Racine, and Moliere.

342. French Romanticism (3). A study of the theory and development of Romanticism; readings from the precursors with emphasis on Rousseau and Chateaubriand; readings from Romantic poetry, drama, and prose.

343. Modern French Literature (3). A study of modern literary movements beginning with Symbolism; readings from the works of Baudelaire, Rimbauld, Mallarme, Gide, Proust, Breton, Claudel, Giraudoux, Camus, Sartre, Beckett, and Robbe-Grillet. Given when there is a demand.

344. French Realism and Naturalism (3). A study of the theory and development of Realism and Naturalism with readings from the works of Stendhal, Flaubert, Balzac, Zola, and Maupassant. Given when there is a demand.

345-346. French Civilization and History (3.3). A survey of the geography, history, and culture of France. The course utilizes the aid of lectures from other departments of the college. Required of majors.

348. Eighteenth Century French Literature (3). A survey of the literature of the eighteenth century; readings from the works of Montesquieu, Voltaire, Diderot, Rousseau, Marivaux, Beaumarchais, Le Sage, and Chenier. Given when there is a demand.

350. Phonetics and Pronunciation (3). A thorough study of phonetic symbols, their value and their application. Daily dictation and transcription exercises.

SPANISH

101-102. Elementary Spanish (3.3). Introduction to the basic skills of the language—reading, writing, speaking and aural comprehension.

111-112. Intermediate Spanish (3.3). Continued practice in the basic skills; review of grammar; reading of selected literary texts. Prerequisite: 101-102.

221-222. Survey of Spanish Literature (3.3). An historical treatment of the main currents of Spanish literature, with analytical studies of selected readings in each period; emphasis upon the literature of Spain as the common heritage of the Spanish-speaking world. Prerequisite: 111-112.

241-242. Survey of Spanish American Literature (3.3). Reading and discussion of passages from representative authors; comparison with peninsular literature; attention to regional differences in the culture as they affect the literature of Latin America.

331-332. Spanish Composition and Conversation (3.3). Advanced grammar and composition; phonetic analysis and drills; advanced audiolingual exercises.

GERMAN

101-102. Elementary German (3.3). Introduction to the basic skills of the language—reading, writing, speaking and aural comprehension; frequent reference to physical facts and cultural aspects of the German speaking countries.

111-112. Intermediate German (3.3). Continued practice of the basic skills; review of grammar; reading of representative selected texts from antiquity to the present.

221-222. Survey of German Literature (3.3). A review of German literature from the Middle Ages to the present emphasizing the masterpieces around 1200, the works of the preclassic and classic periods, and contemporary literature.

LATIN

101-102. Elementary Latin (3.3). An introduction to the pronunciation, grammar, and vocabulary of Latin, reading of easy prose; survey of the history and civilization of Rome.

111. Cicero (3). Review of Latin grammar; work in prose composition; readings from the orations and letters of Cicero; continuation of the survey of Roman history and civilization. Prerequisite: 101-102.

112. Vergil (3). Reading of the Aeneid, Books I-VI; study of the main characteristics of the Augustan age; continued work in grammar and composition. Prerequisite: 101-102.

221. Latin Prose (3). Readings from the Latin prose authors with emphasis on the works of Caesar, Livy, and Pliny; study of Roman private life. Prerequisite: 111-112.

222. Horace (3). Readings from the Odes and Epodes; study of Roman life and literature in the Augustan age. Prerequisite: 111-112.

GREEK

101-102. Elementary Greek (5.5). Greek grammar; selections from Greek prose writers and poets.

111. Intermediate Greek (3). Grammar and Xenophon's Anabasis. Thorough drill in syntax.

221. The Meno of Plato (3).

222. Selections from the Greek New Testament (3). (Given in 1974-1975 and alternate years thereafter).

224. Selections from the Greek New Testament (3). (Given in 1973-1974 and alternate years thereafter).

CLASSICAL CIVILIZATION

311. Greek Civilization (3). This course will be concerned with those phases of Greek Civilization which have particular significance for the modern world. A knowledge of the Greek language is not required.

312. Roman Civilization (3). A study of those phases of Roman Civilization which have the greatest meaning for modern civilization. A knowledge of the Latin language is not necessary.

GEOLOGY

PROFESSOR: DR. HOWARD
ASSOCIATE PROFESSORS: MR. HOPE, DR. MARTIN, DR. PERKINS
INSTRUCTORS: MISS CANFIELD, MR. HAYES, DR. HEAD

Requirements for a major in Geology: A candidate for a Bachelor's degree with a major in Geology may select from the following courses to complete the required total of thirty-four semester hours: Geology 221, 332, 336, 345, 444, 448, 452 and 462. All of the other Geology courses offered (excluding Geology 115) must be taken without exception.

The candidate must also complete Mathematics 222 or equivalent, eight semester hours of Chemistry, and eight semester hours of Biology or Physics. Field trips will be made during the year in several courses.

Requirements for a teaching certificate: Students in Secondary Education who choose Earth Science as an area of concentration must satisfactorily complete twenty-four semester hours of Geology, including Geology 111 and 112, and a minimum of six to eight semester hours in each of the following areas: Mathematics, Chemistry, Physics, and Biology. The Department of Education lists the additional requirements for teacher certification.

111. Physical Geology (4). A study of earth materials and landforms and the processes at work upon and within the earth. In the laboratory, emphasis will be placed on the identification of the common minerals and basic rock types and the use of topographic maps. A partial list of topics includes: geologic time, igneous, sedimentary and metamorphic geology; geologic structures; the action of wind, water, and glaciers. Three hours of lecture and two hours of laboratory.

112. Historical Geology (4). A history of the earth concerned with the changes in the earth's crust and the life that has existed upon that crust. Laboratory work will include a study of fossils and an introduction to geologic maps. Three hours of lecture and two hours of laboratory. Prerequisite: Geology 111.

115. Introduction to Environmental Problems (3). Ecological and geological aspects of the environmental crisis. Topics covered include population, natural resources, air and water pollution and geologic hazards. Three hours of lecture.

221. Environmental Geology (3). A practical approach to the role which the geologist plays in identifying and solving the environmental problems facing man today. Topics covered include natural resources, water supplies, waste disposal, land pollution and land management. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 111.

223. Elements of Crystallography and Mineralogy (4). An introduction to crystallography and crystal chemistry. The physical and chemical properties of minerals will be studied and a number of mineral species will be examined in detail. Three hours of lecture and three hours of laboratory. Prerequisite: Geology 111 or eight semester hours of Chemistry.

224. Optical Mineralogy (3). A study of the optical properties of minerals with the aid of the petrographic microscope. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 223.

326. General Petrology (3). A study of the mode of occurrence, composition, classification, and origin of the igneous, sedimentary, and metamorphic rocks and their relations to geological processes and earth history. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 224.

331. Invertebrate Paleontology (4). The systematic classification of invertebrate fossils, their geologic range, distribution and probable habitat, and the use of index-fossils in age determination of geologic formations. Three hours of lecture and three hours of laboratory. Prerequisite: Geology 112.

332. Paleobotany (3). A systematic classification of plant remains, geologic range, distribution, evolution and probable habitat; also the use of plant index-fossils in age determination of geologic formations. Further stress is placed on plant importance in the formation of mineral resources such as petroleum. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 112.

333. Structural Geology (3). The recognition, description and classification of the structures or arrangements of the rock masses in the earth's crust, and a study of the processes which produce them. In the laboratory graphic methods of solving problems of structural geology will be used. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 112 and a working knowledge of trigonometry.

336. Engineering Geology (3). Applications of geology to site selection and construction of dams, tunnels, highways, aqueducts and buildings. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 326 and 333 or permission of the instructor.

345. Principles of Economic Geology (3). The occurrences, genesis, and the distribution of important metallic, non-metallic, and mineral fuel deposits. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 223.

436. Introduction to Field Geology (3). Study and practice in the basic principles of geologic mapping. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 333 or permission of the instructor and a working knowledge of trigonometry.

441. Principles of Sedimentation and Stratigraphy (3). A study of the processes of formation, composition, sequence, and correlation of the stratified rocks of the earth's crust. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 112 and Geology 224.

444. Geomorphology (3). A study of the origin, evolution and classification of land forms. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 333.

448. Petroleum Geology (3). A study of the origin and occurrence of petroleum and natural gas. Emphasis is placed on exploration techniques and the economic structure of the petroleum industry. Laboratory study will include methods of formation evaluation, map preparation and interpretation. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 333 and Geology 441.

452. Geology Seminar (1). Discussions and presentation of reports on selected topics. Open to advanced students only. Meets one hour per week.

462. Geological Research (2-4). Open to geology majors in their senior year after approval of a research problem by the department. Investigation of the problem will be under the guidance of a faculty member and the results will be presented in thesis form. The amount of credit will be established by the department at the time that the problem is approved.

GEOGRAPHY

112. Cultural Geography (3). An introductory survey concerned with the distribution and interaction of selected cultural regions. The development and spread of selected cultural traits and technologies will be discussed. Emphasis will be placed on the diversity of man's relationship with his environment. Three hours of lecture.

113. Physical Geography (3). A survey of the natural landscape and the forces setting upon it. The course includes an introduction to maps and their use. Three hours of lecture.

114. World Economic Geography (3). A study of the world geographic distributions of agricultural, industrial, mining and commercial activities. The economic relationships between the United States and the rest of the world are stressed. The course also includes study of the distribution of the world's population. Three hours of lecture.

211. Geography of North America (3). A survey of the physical environments resources, settlement and economies of the United States and Canada. The study of maps which present various physical and cultural phenomena is included in the course.

GOVERNMENT

PROFESSORS: DR. PURYEAR, DR. GASS, DR. MOORE
ASSOCIATE PROFESSOR: MR. GRAHAM
ASSISTANT PROFESSORS: MR. JACKSON, DR. JOHNSTON, MR. TUCK

Requirements for a major in Government: Completion of at least 30 semester hours with a "C" average. Government 229, Government 230 and Government 451 are required of all majors. In addition, the student must complete the following related courses: History 221-222 and Economics 223-224.

Concentration: A student may major in Social Science with a concentration in Government. For this program the student must complete 24 semester hours in Government including Government 229 and Government 230. In addition each student must complete 6 semester hours in each of three fields to be selected from Economics, Geography, History or Sociology.

* Deceased July 30, 1973.

POLICE SCIENCE

The Department of Government in cooperation with technical institutes and community colleges offers a major in Police Science leading to a degree of Bachelor of Special Studies. In addition to the completion of the core curriculum in Special Studies, the student must complete at least 36 hours, but no more than 64 hours, of Police Science at a technical institute or community college and complete at Campbell College the following courses with at least a "C" average: Government 337, 449, 450; Psychology 364, 461; Sociology 342, 345, 346. Electives to complete the necessary 128 hours for the degree will be selected with the approval of the departmental chairman.

The Curriculum

(1) The core curriculum

English 111, 112	6 s.h.
Religion 101	3 s.h.
Math 160	3 s.h.
Chemistry 111	4 s.h.
Fine Arts	3 s.h.
History 221, 222	6 s.h.
Government 229, 230	6 s.h.
Sociology 225, 226	6 s.h.
Psych. 222 or Mil. Sci. 301	3 s.h.
Health 111	2 s.h.
Total	42 s.h.

(These courses may be taken at Campbell or come as transfer credits.)

(2)	The professional curriculum	
	Police Science credits of at least	36 s.h.
	(From community colleges or technical institutes)	
	Government 337, 449, 450	9 s.h.
	Sociology 342, 345, 346	9 s.h.
	Psychology 364, 461	6 s.h.
	Total	60 s.h.
(3)	Electives	26 s.h.
(4)	Total	128 s.h.

Prerequisite: Government 229 is a prerequisite for all other courses in government. History 221-222 are prerequisites for Government 449-450.

229. The National Government (3). Among the topics studied are the framing of the Constitution, the nature of federalism, federal and state powers, political parties, and the general organization and functioning of the national government. (Open to Freshmen).

230. State and Local Government (3). Special attention is given to state-federal relations and to problems of administration, legal procedures, law enforcement, and police power, taxation, revenues, and appropriations. Local government is considered briefly.

231. Legislative Process (3). A study of Congress and the state legislatures covering the legislative power structure, selection of legislators, and the relations of the legislative and executive branches.

238. American Political Parties (3). The main topics considered are the origins and development of American Political parties, their functions, organization, regulation, campaign methods, and elections.

337. Municipal Government (3). The history, organization and administration of American municipal corporations are studied in some detail.

339. Studies in Revolutions (3). (History 339). This course undertakes comparative studies of several aspects of selected revolutions in the modern world.

340. Comparative Government—Britain and the Commonwealth (3). Experience with representative problems is stressed. Attention is given to political movements and trends in the nations of the British Commonwealth.

341. Comparative Government—Governments of Western Europe (3). A study is made of the basic theories of totalitarianism with particular attention focused on Communist governments.

345. International Relations (3). Introductory survey course of the politics among nations, bilateral and multilateral relations of international organizations, concentrating on the UN and the future of international organizations in general; and of international law as a necessary basic minimal rule.

445. Modern European Political Thought (3). (History 445). The main currents of European political thought are analyzed in terms of their historical setting and philosophical background. (Spring, even-numbered years).

446. American Political Thought (3). (History 446). The main currents of American political thought, from colonial beginnings to the present, are analyzed in terms of their historical setting and philosophical background. (Fall, odd-numbered years).

449, 450. Development of American Constitution (3.3). Gives an account of the living Constitution by tracing the sources of development of the principal institutions, governmental practices, customs, traditions and fundamental legal ideas in their historic setting and as they make up the body of American Constitutionalism today.

451. Seminar: Leading Constitutional Decisions (3). A detailed examination of landmark cases of the Supreme Court and their implications.

452. Internship (3). A supervised work internship with selected lawyers, governmental agencies or community organizations designed to give students actual experience in a particular area of government or politics. (Open only to majors).

HOME ECONOMICS

ASSOCIATE PROFESSORS: MRS. TUCK, MRS. KING
ASSISTANT PROFESSOR: MRS. SMITH
INSTRUCTORS: MISS FRANK, MRS. HORTON

Requirements for a major: A candidate for the Bachelor of Science degree with a concentration in either Home Economics Education, Clothing-Textile and Fashion Merchandizing or General Home Economics must complete satisfactorily at least 36 semester hours in Home Economics in the areas of Foods and Nutrition; Child Development and Family Relationships; Clothing and Textiles; Housing, Interior Design and Management; Consumer Education and the requirements specific to the area of concentration.

Requirement for a concentration in Home Economics Education: A candidate for the Bachelor of Science degree with a concentration in Home Economics Education must satisfactorily complete the requirements for a major in Home Economics. In addition, she must satisfactorily complete education courses required of Secondary Teachers.

Requirement for a concentration in Clothing-Textile and Fashion Merchandizing: A candidate for the Bachelor of Science degree with a concentration in clothing-textile and fashion merchandizing must satisfactorily complete the requirements for a major. In addition she must satisfactorily complete 21 semester hours in Business Administration, 9 semester hours in Art and 3 semester hours in an "internship program".

Requirements for a concentration in General Home Economics: A candidate for the Bachelor of Science degree with a concentration in General Home Economics must satisfactorily complete the requirements for a major.

FOODS AND NUTRITION

111. Food Science (3). Basic scientific principles of food preparation, with emphasis on selection, purchasing, storage and preservation. Laboratory work is coordinated with the lectures.

221. Meal Management (3). The planning, marketing, storing, preparing and serving food for family meals and special functions at different cost levels. The study includes a laboratory. Prerequisite: Home Economics 111.

227. Nutrition (2). A study of the fundamentals of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body. Open to pre-nursing students.

321. Quantity Cookery (3). Principles of food preparation applied to large quantities with emphasis on menu planning, food service and institutional equipment. Offered only every even year in the fall semester. Laboratory coordinated with lectures. Prerequisite: Home Economics 221.

327. Nutrition and Dietetics (3). Principles of nutrition, introduction to the biochemical and physiological aspects of nutrient metabolism; the study of the development and uses of therapeutic diets. Offered only every odd year during the spring semester. Prerequisite: Home Economics 227.

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

236. Family Health (2). A study of the importance of family health. Simple procedures for the care of sickness and accidents in the home.

335. Child Development (3). A study of the factors affecting the physiological development of pre-school children. Emphasis is given on the influence of the home on human development. Observation in the nursery school gives opportunity for studying the child in a group situation.

465. Family Relationships (3). A study which includes interpersonal relationships of family members as a factor on individual development and problems associated with individual adjustments and group relationships. Emphasis is on democratic orientation of family living.

CLOTHING AND TEXTILES

112. Clothing Selection, Dress Design and Construction (3). The fundamental principles of selection, care and design of clothing, guides to buymanship. Laboratory consists of various garment construction.

222. Fashion Apparel Fundamentals and Tailoring (3). The functions of fashion markets, social and economic impact of fashion apparel; fashion designers, fashion merchandiser and merchandise promotion. Laboratory centers on aspects of tailoring.

332. Textile (3). A study of Textiles, its properties and composition, identification and manufacturing procedures. It also includes the selection, care and use of fabrics.

HOUSING, INTERIOR DESIGN AND MANAGEMENT

107. The Man in the House (2). Exclusively for men. A course designed to aid men in understanding the function, economic and aesthetic qualities of planning a home to meet family needs. A study of housing construction, materials and specific information pertaining to home maintenance.

213. The House and Its Furnishings (3). A study of planning and furnishing of houses from an aesthetic and functional standpoint. Practical problems of home planning in relation to family needs and income, the selection, construction, use of furnishings exemplifying good taste and individuality. Laboratory coordinated with subject matter.

313. Home Furnishings Workshop (3). A practical experience in the selection and construction of furnishings for the home to include furniture refinishing and covering, drapery-making, and the making of small accessories. Includes working with a furniture store or interior designer.

348. Housing (2). The social, economics and aesthetic factors of house design and its relationship to its environment. Offered every odd year, spring semester.

445. Consumer Economics and Management (3). Management of resources for the purpose of attaining needs and goals. Emphasis on the role of the consumer and a study of problems related to personal and family buying.

449. Household Equipment (3). A study which covers the selection, use, care, construction of various types of household equipment.

455. Home Management and House Residence (3). A study which includes the principles of management in the house with emphasis on values as they affect the use of family resources. Application of these principles is done through residence in the Home Management house. Prerequisite: Home Economics 221, Home Economics 445.

HOME ECONOMICS EDUCATION

334. Planning and Evaluating the Home Economics Program (2). A study of planning and evaluating of the Home Economics curriculum in secondary schools as it relates to the overall school and community program.

448. Occupational Education (3). A survey and analysis of various occupations related to Home Economics with emphasis on teaching methods, materials and techniques of presentation.

456. Clothing-Textile and Fashion Merchandizing Internship (3). Nine-week internship program with a cooperating store for "on-the-job-training-program". For Clothing-Textile and Fashion Merchandizing majors only.

466. Home Economics Extension Trainee Program (3). Supervised internship program with County agents in a cooperative program with the Department. Offered only to these who are interested in Home Extension programs.

MATHEMATICS

ASSOCIATE PROFESSORS: MR. BAIN, DR. J. TAYLOR
ASSISTANT PROFESSORS: DR. NORWOOD, MR. THOMAS, MR. TODD
INSTRUCTOR: MISS KEEN

Requirements for a major in Mathematics: A candidate for the Bachelor of Arts or the Bachelor of Science degree with a major in mathematics must complete satisfactorily at least 30 semester hours in mathematics courses numbered above 200 and must include Mathematics 222, 223, and 324.

Requirements for teacher certification in Mathematics: A student majoring in mathematics who desires certification for the teaching of mathematics in the secondary schools must include in his major courses 333, 441, 443, and any two courses from 227, 321, 331, 335, 337 or 445. He must also complete eight semester hours in physics or chemistry, as well as completing the course requirements of the Department of Education.

130. Elementary Functions (3). (was Math 103) Fall, Spring, Summer—A study of circular, logarithmic, exponential and polynomial functions. Math 130 or its equivalent is a prerequisite for Math 222 Analytic Geometry and Calculus.

140. Applied Mathematics (3). Fall, Spring, Summer—Designed for business majors. The course will include topics from matrices, linear programming, game theory, logarithms and mathematics of management.

150. Introduction to Mathematics (3). (was Math 101) Fall, Spring, Summer—Designed for students in the humanities and fine arts. The topics for this course are selected to enhance the student's interest in mathematics. The following areas will be included: mathematical reasoning, number sequences, functions and their graphs, large numbers and logarithms, geometry and topology.

160. Elementary Statistics (3). (was Math 102) Fall, Spring, Summer—Emphasis on statistical inference beginning with a study of elementary probability and continuing to "decision making" through topics that include: mean, standard deviation, analysis of variance, regression analysis, and hypothesis testing.

170. Mathematics for Elementary Teachers (3). (Elementary majors formerly took 101) Fall, Spring, Summer—Designed for elementary education majors. The course will include a study of sets and logic, numeration systems, and the development of the properties of the set of real numbers and its various subsets.

180. Mathematics for Elementary Teachers (3). (was Math 120) Fall, Spring, Summer—Designed for elementary education majors. The course will include material from the areas of algebra, geometry, statistics and probability.

222. Analytic Geometry and Calculus I (4). Fall, Spring—Topics included: directed distance, slope of straight line, equations of a line, angle between two lines, conic sections, functions of one variable, graphs of functions, limits, continuity, derivatives, differentials, related rates, maximum and minimum problems, Rolle's and mean value theorems, integration, area, properties of the definite integral, and application of the definite integral. Prerequisite: Math 130.

223. Analytic Geometry and Calculus II (4). Fall, Spring—Topics included: Differentiation and integration of logarithm, exponential, trigonometric, inverse trigonometric, and rational functions, and other special forms, approximating definite integral, polar coordinates, polar and Cartesian equations of conic sections, and hyperbolic functions. Prerequisite: Math 222.

227. Elementary Number Theory (3). Spring—Topics included: Divisors and prime numbers, properties of congruences, polynomial congruences, quadratic residues, continued fractions, and number theoretic functions. Prerequisite: Math 130. Co-requisite: Math 222.

275. Introduction to Programming (3). Fall, Spring—Introduction to the basic concepts; covering basic FORTRAN IV and Assembler Language for the IBM 1130 in addition to providing an overview of the IBM 1130 Disk Monitor System, Version II. Students write simple programs and actually use the on-campus IBM 1130.

321. Selected Topics from Algebra (3). Fall—Topics included: Properties of a field, polynomials over a field, modular congruence, functions, relations, equivalence relations, properties of groups and rings. Particular attention in this course will be given to the proof concept. Co-requisite: Math 222.

324. Analytic Geometry and Calculus III (4). Fall, Spring—Topics included: vectors in a plane, dot product, derivative of vector value functions, arc length, velocity vector, acceleration vector, unit tangent and normal vectors, curvature, indeterminant forms, inproper integrals, vectors in three dimensions, cross product, lines in space, surfaces and revolution, limits of functions of two or more variables, continuity, partial differentiation, double and triple integrals, and series. Prerequisite: Math 222.

331. History of Mathematics (3). Spring—A study of the historical development of the various branches of mathematics and of the contributions of noted mathematicians to the science of mathematics.

333. Linear Algebra (3). Fall—A study of the basic properties of matrices, properties of determinants, rank of a matrix, equivalent matrices, inverse of a matrix, vectors and vector spaces, linear independence and dependence, linear transformations, linear operators, unit and orthogonal transformations, characteristics equations and roots, minimum polynomial, bilinear, quadratic and Hermitian forms. Prerequisite: Math 222.

335. Introduction to Probability and Statistics (3). Spring—A study is made of mathematical models of random phenomena, mean and variance of probability law, law of large numbers, algebra of expectations, frequency distribution, generating functions, correlation, regression, and hypothesis testing. Prerequisite: Math 324 (which may be taken concurrently).

337. Differential Equations (3). Spring—Topics included: Methods of solution of first order linear differential equations, higher order linear differential equations, higher degree differential equations of order one, and special differential equations; operators, Laplace transforms, and applications. Prerequisite: Math 324.

376. Introduction to Numerical Methods (3). Spring—Concerned with the practical solution of problems on computers. Prerequisites: Math 275, 333. Co-requisite: Math 324.

441. Introduction to Modern Abstract Algebra (3). Spring—A study of the number system, groups, rings, integral domain, and fields. Prerequisite: Math 222 (shall have junior standing).

443. Topics in Geometry (3). Fall—An integrated course which includes a critical study of Euclidean geometry from modern postulational systems and a comparison of Euclidean geometry to elliptic, hyperbolic and projective geometries.

445. Advanced Calculus (3). Fall—An introduction to analysis beginning with a review of the calculus of functions of a single variable, and continuing with a study of vectors, differential calculus of functions of several variables, and vector differential calculus. Prerequisites: Math 324 and Math 333.

MILITARY SCIENCE

PROFESSORS: LT. COL. MEYER, LT. COL. WASHER
ASSISTANT PROFESSORS: MAJ. RAFANELLI, CPT. GERLACH,
CPT. HEMPHILL, CPT. OKIMOTO
MAJ. SELLERS
INSTRUCTORS: SGT. MAJ. WATSON, MSGT. BROCKMAN

Objectives

The objectives of the Military Science Program are: to attract, motivate, and prepare selected students with potential to serve as commissioned officers in the Regular Army or U.S. Army Reserve; to provide an understanding of the fundamental concepts and principles of military art and science; to develop a strong sense of personal integrity, honor, and individual responsibility, as well as a basic understanding of associated professional knowledge; to promote teamwork and develop stamina through physical conditioning and athletic activities; and to develop an appreciation of the requirements for national security. Attainment of these objectives will prepare students for commissioning and establish a sound basis for their future professional development and effective performance in the Army or as leaders in civilian enterprises.

Scope

The military science program is composed of a Basic Course for academic freshmen and sophomores, and an Advanced Course for academic juniors and seniors. Enrollment in the first year of the Basic Course is open to all full-time male freshmen. Completion of the Basic Course is prerequisite to applying for enrollment in the Advanced Course. Entrance into the Advanced Course is selective rather than elective, and is based on demonstrated performance and officer potential. Students who satisfactorily complete the Advanced Course will be commissioned Second Lieutenants in the United States Army upon graduation.

Basic Course

The Basic Course comprises military science courses 101 and 102 for freshmen, and Government 229 and History 338 for sophomores. Instruction is provided in the American system of government, defense organization and American military heritage. Physical Education (Leadership Laboratory) Courses 111, 112, 221 and 222, form an integral part of the Basic Course and are team taught by the Physical Education and Military Science Departments.

Leadership laboratory courses are taken in the following sequence:

Pe 111	½ semester of Individual Sport
	½ semester of Self Defense
PE 112	½ semester of Group Sport
	½ semester of Orienteering
PE 221	½ semester of Mountaineering
	½ semester of Tactical Leadership/Leadership Drill
PE 222	½ semester of Marksmanship
	½ semester of Leadership Drill/Physical Conditioning

101 (F and S). U. S. Defense Establishment (1). Cadets are familiarized with their military service obligations and study the principles of organization as related to basic military units. Instruction is also provided on the nine principles of war. Concurrent training emphasizes proper wearing of the military uniform, military courtesy and officer benefits, responsibilities and obligations. Leadership Laboratory (PE 111) is taken concurrently with MS 101.

102 (S). Introduction to Tactics and Operations (1). The fundamentals of basic offensive and defensive tactics are studied with emphasis on Leadership in small military units and techniques of fire. Cadets are provided concurrent training in controlling and moving massed personnel and military courtesy. Leadership Laboratory (PE 112) is taken concurrently with MS 102. Prerequisite: MS 101.

Government 229 (F). The National Government (3). This course is required of all military science cadets during the first semester of their sophomore year. See course description elsewhere in this bulletin. Leadership Laboratory (PE 221) is taken concurrently with Government 229. Prerequisite: Military Science 102.

History 338 (S). American Military History (3). This course is required of all military science cadets during the second semester of the sophomore year. See course description under the history department listings. Leadership Laboratory (PE 222) is taken concurrently with History 338. Prerequisite: Government 229.

Advanced Course

Entrance into the Advanced Course requires satisfactory completion of the Basic Course, or receipt of credit for the Basic Course by some other means; i.e., completion of a six-week basic summer camp, prior active military service, or junior ROTC training. Instruction in the Advanced Course further develops the objectives of the Basic Course with emphasis on leadership, self-discipline, integrity, loyalty, responsibility, physical fitness and bearing. Advanced Course students will further develop their leadership ability by acting as instructors or by assisting instructors in the required Physical Education subjects taken by Basic Course students.

301 (F). Leadership Development (3). Instruction is given in the fundamentals of educational psychology as they pertain to instructional techniques and on the principles of effective speaking. Students also study the psychology and principles of leadership as well as methods of report writing and composition of articles for publication.

302 (S). Tactics and Communications (3). Cadets survey the various branches of the U.S. Army and study current small-unit tactical doctrine. An introduction is given on the internal defense and development of nations with the use of past and present examples. The Army Communications System is studied with emphasis on communications methods and security. Leadership Laboratory (PE 112) is taken concurrently with MS 302. Prerequisite: Military Science 301.

401 (F). Command and Staff (3). Cadets will study the nature of international affairs and the roles played by the United States with the countries of the world. Cadets study the application of military force using combined teams of Infantry, Armor and Artillery. A survey is made of the military justice system and court-martial procedure. Leadership Laboratory (PE 221) is taken concurrently with MS 401. Prerequisite: Military Science 302.

402 (S). Advanced Leadership and Management (2). Advanced instruction is provided on U.S. tactical doctrine and specialized operations. Cadets are familiarized with a leader's obligations, responsibilities and benefits. Leadership Laboratory (PE 222) is taken concurrently with MS 402. Prerequisite: Military Science 401. (Block course—first six weeks of the second semester)

MUSIC

PROFESSOR: DR. YODER
ASSOCIATE PROFESSORS: DR. ELMORE, MRS. HORTON, MR. STONE
ASSISTANT PROFESSORS: DR. McCARRELL, MR. MONTGOMERY, DR. PIPER
MISS SCARBOROUGH, MISS SIMMONS

Requirements for the Bachelor of Arts Degree with a Major in Music: 40 semester hours of course work in music including the following: Music 101, 102, 132, 201, 202, 221, 222, 302, 331, 332, 401, 402, and 432. The major instrument is studied each semester. Juniors will present a half recital and seniors a full recital as a partial requirement for the Bachelor of Arts Degree. A second instrument will be studied until a proficiency examination is passed or in the case of students who elect piano as a secondary instrument, the student may meet the requirement by passing four semesters of Class Piano. Participation in choir or band is required each semester; credit from ensemble participation may not count toward the 128 hours required for graduation with a major in music.

Requirements for the Bachelor of Music Education Degree: 42 semester hours of courses in music and music education including the following: Music 101, 102, 132, 201, 202, 221, 265, 331, 332, and 453. Vocal-Keyboard majors must also complete the following music courses: 222, 263, 264, 402, 421, and 422. Instrumental majors must also complete the following courses: 363, 364, 401, 423, and 442. The major instrument is studied seven semesters. A half recital is required the senior year. A second instrument will be studied until a proficiency examination is passed, or in the case of students who elect piano as a secondary instrument, the student may meet the requirement by passing four semesters of Class Piano with a minimum grade of B. Bank or Choir participation is required for seven semesters.

Church Music: Students who desire to concentrate in the area of Church Music follow the major in music curriculum and may choose electives in the following courses: Music 211, 311, 411, 412 and 431.

Prerequisites: Music 101 and 102 are prerequisites to all credit music offerings except the following: Music 131, 132, 211 and 323, Music Ensembles and Applied Music. Music 201 and 202 are prerequisites to the following courses: Music 302, 331, 332, 401, 402, and 431. Music 221, 363, and 364 are prerequisites to Music 423. Any exceptions must be made with the consent of the instructor and the Chairman of the Music Department. Course requirements outside the major area are listed under General Requirements for degrees with the exception of general psychology which is required of all music majors.

001-002. Pre-Harmony (0). A presentation of the basic elements of music adapted to students who are not adequately prepared to enter Music Theory 101.

101-102. Music Theory I (4:4). The basic rudiments of music, including scales, intervals, chords, sight-singing, melodic and harmonic dictation and keyboard harmony.

131. Music Appreciation (3). An introduction to music through an understanding of the principles of form and the elements of music. Various styles and types of vocal and instrumental works are studied. (Not offered to music majors)

132. Music Literature (2). A study of basic vocabulary, forms, periods and styles of music. An introductory course for freshmen and sophomore music majors.

161-162. Class Piano—Elementary (2:2). Class instruction in piano, elementary level.

163-164. Class Voice (2:2). Class instruction in voice. Designed for keyboard and instrumental majors.

201-202. Music Theory II (4:4). A continuation of Music Theory 102 including advanced modulation, chromatic harmony, seventh chords and altered chords. Continuation of sight-singing, dictation and keyboard harmony.

211. Hymnology (2). The historical and systematic study of poetic hymns and metrical tunes including the contributions of various ethnic groups to the body of Christian hymnody.

221. Conducting (2). A study of basic conducting techniques.

222. Choral Materials (2). A general survey of choral materials from the Renaissance of the present, with special attention given to appropriate music Junior and Senior High School groups and church choirs.

261-262. Class Piano—Intermediate (2:2). Class instruction in piano, intermediate level.

263. Woodwind Methods (2). Study and practical application of the techniques of teaching and playing flute, oboe, clarinet, saxophone, and bassoon. Designed for vocal-keyboard majors to meet the instrumental requirements for teacher certification.

264. Brass and Percussion Methods (2). Study and practical application of the techniques of teaching and playing trumpet, horn, trombone, baritone, tuba, and percussion instruments. Designed for vocal-keyboard majors to meet the instrumental requirements for teacher certification.

265. String Methods (2). Study and practical application of the techniques of teaching and playing violin, viola, cello, and double bass. Designed for music education majors.

302. Tonal Counterpoint (3). A study of eighteenth century contrapuntal technique with emphasis on the style of Bach.

311. Survey of Church Music (3). A study of the place of music in the life of the Church from earliest Biblical accounts to the present including a complete study of the music of the liturgy.

321. Music for the Classroom Teacher (3). The methods and materials used by the classroom teacher in presenting music in the elementary grades. Includes a review of the basic rudiments of music. (Not offered to music majors.)

324. Piano Pedagogy (2). An outline of the materials of instruction from the elementary through the more advanced levels. Attention is given to methods of teaching techniques, progressive studies, repertoire, interpretation and style.

331-332. History of Music (3:3). The development of western musical culture from its origins to the present, with an emphasis on the chronological growth

of musical concepts through the study of the techniques and compositions of the various periods of history.

363. Woodwind Techniques (3). Study and practical application of the techniques of playing flute, oboe, clarinet, saxophone, and bassoon. Designed for music majors who are preparing to teach these instruments in the public schools.

364. Brass and Percussion Techniques (3). Study and practical application of the techniques of playing trumpet, horn, trombone, baritone, tuba, and percussion instruments. Designed for music majors who are preparing to teach these instruments in the public schools.

401. Orchestration (3). The study of instrumental ranges and techniques coupled with arranging for orchestra, band, and heterogeneous groups.

402. Forms and Analysis (3). A study of small and large forms from choral, piano, and symphonic literature.

411. Church Music Administration (3). A study of the operation of a church-wide music program including the graded choir program, music budget, integrated educational program and music materials.

412. Supervised Work in Church Music (3). Practical work in maintaining a church music program, under faculty supervision.

421. Music Methods in the Elementary School (3). A course dealing with techniques of teaching, and musical materials appropriate to the elementary grades; teaching songs, creativity, rhythmic studies, the child's voice, music theory in the grades, directed listening, performance on simple instruments and supervision of musical activities in the classroom.

422. Music Methods in the Junior and Senior High School (2). A course dealing with techniques of teaching, particular problems and appropriate materials; the general music class, the adolescent voice, organization of the program and suitable song materials.

423. Wind and Percussion Pedagogy (3). A study and practical application of the techniques of teaching, band instruments in the public schools. Includes advanced instrumental conducting, marching band techniques, band instrument repair techniques, and criteria for selection of music teaching materials.

424. Band and Orchestra Administration (2). The organization and maintenance of an instrumental music program in the public schools. Designed for students who are preparing to enter student teaching.

431. Choral Literature (3). A study of choral compositions from Palestrina to the present with special attention devoted to the larger forms.

432. Contemporary Music (3). A study of music literature of the twentieth century; trends, "isms," from the Post Romantic to the present. Analyzation of the composition techniques of selected composers.

453. Music Methods and Materials (1½). Correlated with Education 453. Designed for music education students in the "block".

Ensembles

141, 241, 341, 441. Campbell College Choir (1). Open to all students by consent of the director, based on competitive tryouts. Concerts on campus and out of town including an extended Spring Tour. Performance of secular and sacred choral music.

143, 243, 343, 443. Chamber Choir (0). Open to all students and faculty with the consent of the director. Emphasis on studying vocal music appropriate for small groups.

145, 245, 345, 445. Girl's Ensemble (1). Open to all girl students with consent of the director.

146, 246, 346, 446. Men's Ensemble (1). Open to all men students, with consent of the director.

151, 251, 351, 451. Concert Band (1). Open to all students and faculty with the consent of the director. Concerts on campus and out of town.

152, 252, 352, 452. Woodwind Ensemble (1). Open to all students and faculty with consent of the director.

153, 253, 353, 453. Brass Ensemble (1). Open to all students and faculty with the consent of the director.

154, 254, 354, 454. Stage Band (0). Open to all students and faculty with the consent of the director.

Applied Music

Private instruction is offered on the instruments listed below. One-half hour of instruction per week earns one semester hour of credit; one hour of instruction per week earns two semester hours of credit. A maximum of 20 hours of applied music credit may count toward the Bachelor of Arts Degree and a maximum of 18 hours may count toward the Bachelor of Music Education Degree. Non-music students may receive credit on the same basis as Music Majors by permission of the Chairman of the Music Department.

071, 171, 271, 371, 471. Piano

072, 172, 272, 372, 472. Organ

073, 173, 273, 373, 473. Voice

074, 174, 274, 374, 474. Flute

075, 175, 275, 375, 475. Oboe

076, 176, 276, 376, 476. Bassoon

077, 177, 277, 377, 477. Clarinet

078, 178, 278, 378, 478. Saxophone

079, 179, 279, 379, 479. Percussion

081, 181, 281, 381, 481. Trumpet

082, 182, 282, 382, 482. French Horn

083, 183, 283, 383, 483. Trombone

084, 184, 284, 384, 484. Baritone

085, 185, 285, 385, 485. Tuba

086, 186, 286, 386, 486. Violin

087, 187, 287, 387, 487. Viola

088, 188, 288, 388, 488. Violoncello

089, 189, 289, 389, 489. Double Bass

PHILOSOPHY

PROFESSOR: DR. NEWMAN

ASSISTANT PROFESSOR: DR. HESTER

The courses offered in this department are designed to acquaint the student with basic problems such as knowledge, value, reality, etc., to familiarize with efforts to resolve these problems, and cultivate attitudes and insights consequent to this orientation. The course arrangement affords opportunity for the student whose interest is in a general knowledge of the discipline, with advanced materials available to those who desire a more extensive study.

Requirement for a major: Candidates for the Bachelor of Arts and the Bachelor of Science degree with a major in philosophy must complete at least 30 semester hours in the area, including 121, 221, 222, 231, 232, 445, 421 or 422, and 445, plus 9 hours elective.

121. Introduction to Philosophy (3). An examination of selected problems and the relation of philosophy to other disciplines, with particular attention to method.

221. Introduction to Logic (3). An examination of three characteristics of logical thinking: clarity, criticism, and argument, applying rules, principles and techniques to actual cases.

222. Ethics (3). The application of reason to moral problems; the classical theories of ethics and recent developments in the field.

231. A History of Ancient and Medieval Philosophy (3). A survey of the development of philosophical ideas from the inception of the discipline in ancient Greece to the European Renaissance.

232. Modern Philosophy (3). A historical and philosophical analysis of 16th-18th centuries Enlightenment, the transition from the medieval to the modern view of man's place in the universe.

233. Contemporary Philosophy (3). A study of the philosophical controversies of the 19th and 20th centuries.

321. The Problem of Authority (3). A survey of representative resolutions of the problem of meaning and their application to human societal existence.

323. Philosophy of Religion (3). Identifying and clarifying crucial theological problems; an examination of recent developments and an analysis of central artuments.

332. Phenomenology and Existentialism (3). An intensive examination of these two factors in recent thought.

339. The Problem of Evil (3). A historical study of the problem of evil and its implications for traditional theism.

345. Philosophy of History (3). (Also History 345). A study of representative interpretations of history with special attention to those which are implicit in Western culture.

357, 358. Social and Intellectural History of the United States (3,3). (History 357, 358). The interaction of ideas and social practices as analyzed through examination of thought and institutions in such fields as science, law, technology, religion, economics, philosophy, and education. (357, every fall; 358, every spring.)

421. The Problem of Knowledge (3). An examination of the problem of knowledge, with special emphasis on the question of its foundation, criteria for knowing, the scientific method, and selected epistemic problems.

422. Metaphysics (3). An examination of traditional metaphysical theories, with particular attention to recent options.

426. Philosophy of Language (3). A study of the semantical problems of meaning and reference, with particular emphasis on twentieth century developments.

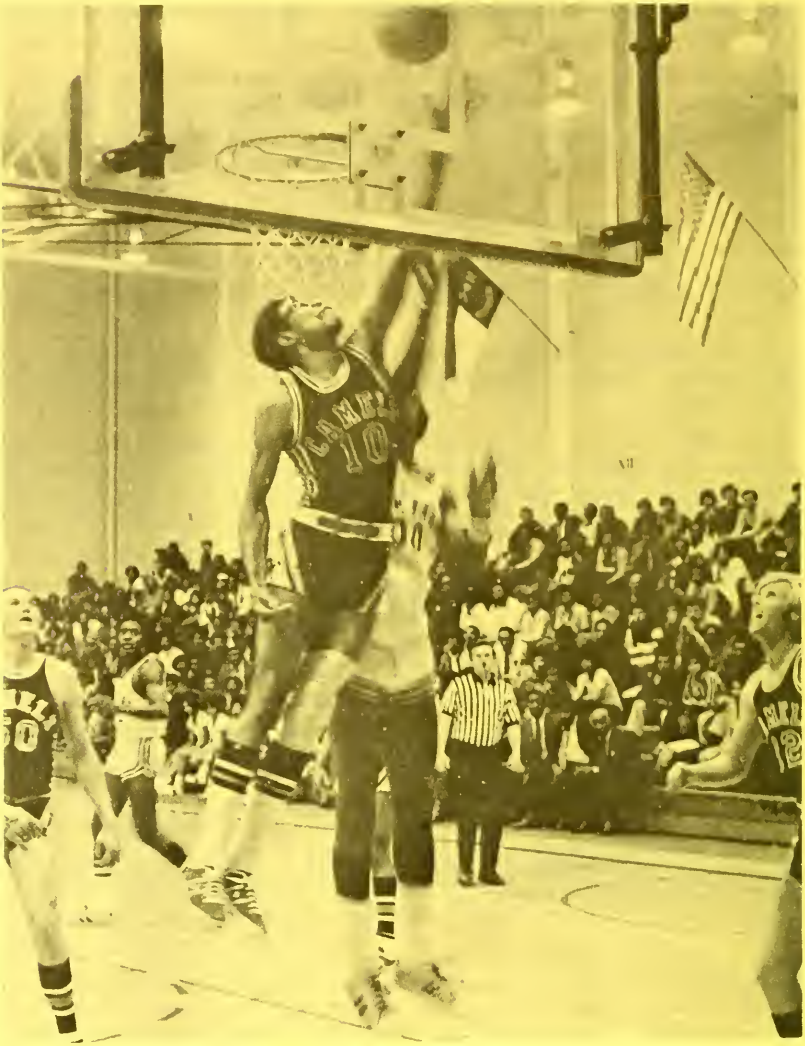
445. Modern European Political Thought (3). (History 445, Government 445). The main currents of European political thought are analyzed in terms of their historical setting and philosophical background. (Spring, even numbered years.)

455. Seminar (3). Intensive study in active areas of contemporary philosophy.

PHYSICAL EDUCATION AND HEALTH

PROFESSORS: DR. LAUFFER, DR. GRICE, DR. HALDEMAN
ASSISTANT PROFESSORS: MR. BROWN, MRS. LLOYD, DR. NAYLOR, MISS PEABODY, MR. ROBERTS
INSTRUCTORS: MR. COLE, MR. DAVIS, MR. SUMMERFIELD, MR. WHITE

Philosophy of the Department: The department strives to provide skilled leadership and opportunities for students to participate in wholesome educational activities. The program is organized to meet the needs and interest of the students in the areas of class instruction, intramural and extramural participation, recreation, and intercollegiate athletics. In addition, a professional preparation program is offered for students who choose Physical Education and Health as a profession.



Requirements for a major in Physical Education and Health: A candidate for a B. S. degree with a major in Health and Physical Education must complete the following requirements:

1. 40 semester hours of Health and Physical Education (Health 111 and Physical Education 111, 112, not required of physical education majors)
2. Biology 111-112
3. A second teaching field of approved work of approximately twenty-four hours.
4. Completion of the teacher certification requirements
5. Language requirements

The Physical Education Department has adopted the following language requirement for its major students.

A. If a student has had two (2) units of a foreign language in high school, he is required to take two (2) semesters of a foreign language at Campbell College.

Example:

High School	**Campbell College**
Two (2) units of Spanish	Spanish 111, 112 (not 101, 102) or a different language 2 semesters 101, 102

B. If a student has had no foreign language in high school, he is required to take four (4) semesters of beginning language at Campbell College.

Example:

High School	**Campbell College**
No foreign language	Four (4) semesters of one (1) language 101, 102, 111, 112 (or) four (4) semesters of two different beginning languages i.e. Spanish 101-102, French 101-102

At the completion of the freshman year, each declared major will be evaluated by the department screening committee regarding suitability to the program. Acceptance by this committee will constitute official admittance to the program.

All deficiencies in major coursework (grade lower than C) must be removed the semester following the deficient grade.

All Health and Physical Education major students must complete Physical Education 100, 101, 102, 103, 104, 105, 106, 117, 118, 119, 120, 121, 122, 331, 332, and Health 112, 212, 221, 222, 337, 442, 443. In addition the men are required to complete Physical Education 107, 108, 109, 110 and 340. The women must complete Physical Education 113, 114, 115, 116, and 337.

Suggested Physical Education Major Curriculum

Freshman Year

Fall Semester	**Hrs.**	**Spring Semester**	**Hrs.**
English 111	3	English 112	3
Language 101 or 111	3	Language 102 or 112	3
Math 150	3	Math 160	3
Physical Education 101, 102	3	Music 131 or Art 114	3
103	1½	Physical Education 104, 105,	
Physical Education 100	3	106	1½
History 111	3	History 112	3
	16½		16½

Sophomore Year

Fall Semester	Hrs.	Spring Semester	Hrs.
English 221, 224	3	English 221, 224	3
Biology 111	4	Biology 112	4
Second year of language (if necessary) or Social Science elective	3	Second year of language (if necessary) or Social Science elective	3
Health 112	2	Religion 101	3
Psychology 222	3	Physical Education 117, 118, 119	1½
Physical Education 107, 108, 109, 110 (M) Or	2	Education 221	3
Physical Education 113, 114, 115, 116 (W)	2		
	17		17½

Junior Year

Fall Semester	Hrs.	Spring Semester	Hrs.
English 113	2	Health 212	3
Religion Elective	3	Health 222	3
Physical Education 120, 121, 122	1½	Health 337	3
Physical Education 331	3	Physical Education 340	3
Health 221	3	Electives	3-6
Education 341	3		15 or 18
Electives	2-3		
	17½ or 18½		

Senior Year

Fall Semester	Hrs.	Spring Semester	Hrs.
Physical Education 332	3	Education 431	3
Health 442	3	Education 452	3
Health 443	3	Education 453	3
Electives	7-9	Education 457	6
	16 or 18		15

HEALTH

111. **Health for the College Student (2).** To promote a better understanding of pertinent health needs of both the individual and the community. Emphasis is placed on contemporary health problems of the college students.

Note: In the senior year, the fall and spring semester courses may be interchanged for students who plan to student teach in the fall.

112. **Personal and Community Health (2).** A study of vital phenomena and their application to the human organism. Emphasis includes fundamental biological facts of human anatomy and physiology, personal and community health, education for family living, health hazards and mental health. This course is designed for Physical Education majors only.

212. **Contemporary Health Problems (3).** To promote a better understanding of the health problems of today. Emphasis is placed on the development of value judgments, and insights in meeting the challenges presented by these contemporary health problems. For Physical Education majors only. Prerequisite: Health 112.

221. Anatomy and Physiology (3). A study of the structure and functions of the body systems in relation to the field of Health and Physical Education. May serve as an elective for predental, premedical, and prenursing students by permission of the Chairman of the Department of Health and Physical Education.

222. Physiology of Exercise (3). To provide an essential physiological background for an understanding of the response of the body to exercise.

333. Elementary School Health Program (2). An investigation of the principles, practices and procedures of teaching health in the elementary school with emphasis upon improving the health of the child through healthful school living, health services, and health instruction. For Elementary Education majors only.

337. Safety, First Aid, and Prevention and Care of Athletic Injuries (3). Instruction includes discussion and practical application of the accepted principles of Red Cross first aid and the theory and practice of athletic training and conditioning. Emphasis is placed upon safety and preventive measures with prompt treatment of athletic injuries.

442. Kinesiology and Individual Physical Education (3). The Kinesiology part of this course is concerned with the study of bodily movement. The mechanical analysis of sport skills, a knowledge of the basic mechanics of human motion, and an understanding of the action of joints and muscles are emphasized. A study of the programs of individual physical education for secondary schools as applied to pupils with various limitations makes up the second part of this course.

443. Methods in Secondary School Health (3). A study of principles, practices and procedures of teaching and coordinating the school health program with the total school program at the secondary level. Prerequisite: Health 112, 212.

444. First Aid for Elementary Teachers (2). A study and application of the basic principles of first aid in relation to elementary school classroom and playground situations. For Elementary Education majors only.

PHYSICAL EDUCATION

100. Principles of Health and Physical Education (3). An introduction to the fields of health education, physical education and recreation including the historical, philosophical, and scientific background, training and qualifications of personnel and professional opportunities.

331. Organization and Administration of Health and Physical Education (3). An orientation to policies, standards, procedures, and problems pertaining to organizing and administering health and physical education programs with special emphasis in the areas of administrative duties of teachers and directors, curriculum development, intramural programs, and the duties of the coach and athletic director.

332. Measurement and Evaluation in Health and Physical Education (3). An introduction to elementary statistical procedures as they relate to constructing, administering, scoring and grading tests and measures in health and physical education. Practical application of tests of knowledge, physical fitness, general motor ability, sports skills, and other areas will be stressed.

334. Physical Education in the Elementary School (2). An investigation of the principles, practices and procedures of teaching physical education in the elementary school with emphasis on curriculum development and methods and materials involved in teaching. For Elementary Education majors only.

340. General Teaching Methods for Physical Education (3). The development of basic concepts of teaching methods in physical education.

341. (M) Theory of Coaching (3). Methods and materials of seasonal planning, training and game strategy of football, basketball, and baseball.

342. (M) Theory of Coaching (3). Methods and materials of seasonal planning, training and game strategy of soccer, wrestling, track and field.

343. (W) Theory of Coaching (3). Methods and materials of seasonal planning, training and game strategy of field hockey, volleyball, basketball and softball.

401. Driver Education (3). A study of the principles, methods and practices of teaching Driver Education in the Secondary School, with emphasis placed on the organization of the program. Course includes general safety, classroom instruction and behind the wheel training. Forty-five hours are spent in class and nine hours behind the wheel.

Prerequisite: North Carolina Driver's License or its equivalent with an acceptable driving record.

This course is open to elementary and secondary teaching majors only.

462. Recreational Leadership (3). A study of the needs and values of a recreational program, the principles to be followed, and the materials and methods to be used. Designed for personal enrichment and recreational leadership skills. This course may count as either Religious Education or Physical Education, but not both. (Block schedule, first half of the Spring Semester.)

Professional Preparation Activity Course. The following are laboratory courses for physical education majors only with emphasis on the development of skills, understanding of rules and etiquette, selection and care of equipment, history and strategy as they apply to each activity. Each individual course carries ½ semester hour credit and will be graded separately.

PE-101 Golf .....(½)
PE-102 Soccer .....(½)
PE-103 Badminton .....(½)
PE-104 Conditioning .....(½)
PE-105 Volleyball .....(½)
PE-106 Tennis .....(½)
PE-107-M Baseball .....(½)
PE-108-M Football .....(½)
PE-109-M Basketball .....(½)
PE-110-M Wrestling .....(½)
**PE-113W Softball .....(½)
**PE-114-W Field Hockey .....(½)
**PE-115-W Basketball .....(½)
**PE-116-W Modern Dance .....(½)
PE-117 Tumbling .....(½)
PE-118 Gymnastics .....(½)
PE-119 Archery .....(½)
PE-120 Swimming .....(½)
PE-121 Dance .....(½)
PE-122 Track and Field .....(½)

Freshman Required Activity Courses (1:1). Two semesters of Physical Education are required of all students. Instruction is offered in history, care of equipment and facilities, fundamental skills, and elementary or advanced strategy in each activity.

** Offered on an alternate year basis only

The department recommends a balanced selection of team and individual activities. Co-educational classes are offered as indicated, and will serve to fulfill the requirement as well as provide elective activities. Two additional semesters, may be used as elective hours toward graduation.

Physical Education Activity Offerings

Course No.	Description	Hrs. Credit
PE 001	Beginning Archery	½
002	Intermediate Archery	½
003	Beginning Badminton	½
004	Intermediate Badminton	½
005	Beginning Basketball (Men)	½
006	Intermediate Basketball (Men)	½
007	Beginning Basketball (Women)	½
009	Beginning Field Hockey (Women)	½
011	Beginning Flag Football (Women)	½
013	Beginning Golf	½
014	Intermediate Golf	½
015	Beginning Gymnastics	½
017	Beginning Horseback Riding	1
018	Intermediate Horseback Riding	1
019	Beginning Lacrosse (Men)	½
021	Beginning Lacrosse (Women)	½
023	Beginning Marksmanship	½
025	Beginning Modern Dance	½
027	Beginning Rappelling	½
029	Beginning Orienteering	½
031	Beginning Self Defense (Men)	½
033	Beginning Self Defense (Women)	½
035	Beginning Skiing	½
037	Beginning Slimnastics (Women)	½
039	Beginning Soccer (Men)	½
040	Intermediate Softball (Men)	½
041	Beginning Softball (Women)	½
043	Beginning Speedball (Men)	½
045	Beginning Speedball (Women)	½
047	Beginning Square Dancing	½
049	Beginning Swimming	½
050	Intermediate Swimming	½
055	Beginning Tennis	½
056	Intermediate Tennis	½
058	Intermediate Tag Football (Men)	½
059	Beginning Track and Field	½
061	Beginning Volleyball	½
062	Intermediate Volleyball	½
063	Beginning Weight Training and Conditioning	½
064	Intermediate Weight Training and Conditioning	½
065	Beginning Wrestling (Men)	½
099	Individual P. E.	1

Uniforms for Activity Classes. All students in required physical education activity classes must wear the regulation uniform prescribed for the activity in which they are engaged. Physical Education major students must wear the uniforms designated for the professional preparation program. Uniforms may be purchased at the College Book Store.

Individual Physical Education

Students with limitations are assigned to classes in which they may participate according to their capacities. The department strives to work with students and physicians in order to offer satisfying experiences through physical activities. Course offerings are based upon the recommendations of physicians in relation to the student needs.

NATURAL SCIENCES AND PHYSICS

PROFESSOR: DR. HOVIS
ASSOCIATE PROFESSOR: MR. NELSON
INSTRUCTORS: DR. LANDRY, MR. WISH

This department encompasses the Natural Science Curriculum, the Medical Technology Program, the Pre-Health Programs, Science Education, and course offerings in Physics.

Requirements for a major in Natural Sciences: A candidate for a Bachelor's Degree in Natural Sciences must satisfactorily complete introductory level courses in these areas of natural science. If Physics is chosen, the 221-222 series is defined as the introductory level for this purpose. Four additional courses beyond the introductory level in one of the sciences are required plus calculus and 12-20 semester hours in related sciences or mathematics. The program is intentionally made flexible to accommodate students preparing for multidisciplinary graduate study, teaching science or a career in a health profession. The area of concentration can be in Biology, Chemistry, Geology or Physics with sufficient supporting courses from the other sciences and mathematics to meet the requirements for a degree.

A full major in Physics is not offered, but students desiring study in Physics should consider a degree in Natural Sciences with a concentration in Physics. For this degree, the student should elect Chemistry as one of the two remaining sciences and should complete three semesters of Calculus. Chemistry 334 may be substituted for one of the upper division physics courses.

Requirements for Teacher Certification: Those who seek certification in an area of science to teach in secondary schools should major in Science Education. The student who chooses Physics as his area of concentration should satisfactorily complete 24 hours in Physics. He should also complete Mathematics 222 and six to eight semester hours in each of the following: Biology, Chemistry, and Geology. To meet the minimum certification requirements in Physics, the following courses are recommended: Physics 221, 222, 231, 333, 444 and one additional elective course in Physics.

Pre-Health Professions: A program for pre-medical, pre-dental and other preparatory health careers can be readily arranged through a curriculum in Natural Sciences. The program in Natural Sciences is sufficiently flexible to allow these students to meet most of the prescribed and recommended courses and, at the same time, complete requirements for a Bachelor's degree in Natural Sciences. The area of concentration would normally be either Biology, Chemistry, or Physics with supporting courses in the other two areas.

Students desiring a major in a paramedical field which is not given at Campbell can generally fulfill the requirements of the first two years of their work at Campbell. The Department of Natural Sciences will assist in arranging courses to meet individual requirements.

Program Leading to the Bachelor's Degree with a Major in Natural Sciences

General Degree Requirements:

	Sem. Hrs.
English	12
History and Social Science	12
Foreign Language (2 units)	6
Religion	6
Mathematics 150, 130	6
Art 114 or Music 131	3
Health	2
Physical Education	2
	49

Major Course Requirements

Introductory year in three areas of Natural Science	24
Four courses beyond the introductory level (accepted for major credit) from one of Natural Sciences	12-20
Calculus	4-12
Four courses from related sciences or Mathematics	12-20
Electives	3-27
Total major requirements	79
Overall total	128

Pre-medical candidates should complete the introductory level courses in Biology, Chemistry, and Physics and should complete Chemistry 227 and 228. A semester of quantitative Analysis and Physical Chemistry are strongly recommended. Courses from Biology recommended for pre-medical candidates are Embryology, Comparative Anatomy, Physiology, Vertebrate Zoology, and Genetics. At least one semester of Calculus is recommended. These students should also select courses from the following for a broad based cultural development in the liberal arts: literature, language, social sciences, psychology, philosophy and others.

Recommended Curriculum for B.S. Degree in the Natural Sciences for the Pre-Health Professions

First Year

First Semester		Second Semester	
English 111	3	English 112	3
History 111	3	History 112	3
Foreign Language 111	3	Foreign Language 112	3
*Mathematics 130	3	Mathematics 222	4
Chemistry 111	4	Chemistry 113	4
Physical Education 111	1	Physical Education 112	1

Second Year

**English Elect.	3	**English Elect.	3
Mathematics 223	4	Biology 112	4
Biology 111	4	Chemistry 228	5
Chemistry 227	5	Art 114 or Music 131	3
Health 111	2	Religion 101	3

* Mathematics 130 is not required if the student is sufficiently strong to go directly into Calculus.
** Select from English 221, 222, 223, and 224.

Third Year

Social Science	3	Social Science	3
Chemistry 315	5	Chemistry 334	5
Physics 221	4	Physics 222	4
Biology 235	4	Biology 336	4
Religion Elective	3	***Humanities Elective	2-3

Fourth Year

Biology 441	5	Biology 442	4
***Humanities Elect.	3-6	Humanities Elect.	3-6
****Science Elect. and/or Research	3-6	****Science Elect. and/or Research	3-6

Medical Technology

A candidate for the degree in Medical Technology must satisfactorily complete the three-year program prescribed below and an additional year at either Watts Hospital in Durham, Rex Hospital in Raleigh, or Division of Applied Health Professions, Bowman Gray School of Medicine in Winston-Salem.

Upon successful completion of the four-year program, the candidate is awarded the degree from Campbell College. Certification follows after satisfactory completion of an examination administered by the Registry of Medical Technologists.

*** English 228 and courses in psychology, philosophy, history and literature are recommended.
**** Microbiology, Physical Chemistry (second course), and Modern Physics are recommended.

BACHELOR OF SCIENCE (MEDICAL TECHNOLOGY)

First Year

	Sem. Hrs.		Sem. Hrs.
English 111	3	English 112	3
Mathematics 150	3	Mathematics 160 or 130	3
Chemistry 111	4	Chemistry 113	4
Biology 111	4	Biology 112	4
Foreign Language	3	Foreign Language	3
Physical Education 111	1	Physical Education 112	1
	18		18

Second Year

	Sem. Hrs.		Sem. Hrs.
English 221	3	English 222, 223, 224	3
Religion 101	3	Religion 202	3
History 111	3	History 112	3
Biology 224, 334, or 342	4	Biology 224, 334, or 342	4
Chemistry 315, or 217	4	Chemistry 315, or 217	4
	17		17

Third Year

	Sem. Hrs.		Sem. Hrs.
Physics 221	4	Physics 222	4
Psychology 222	3	Music 131 or Art 114	3
Social Science	3	Social Science	3
Electives	4	Electives	6
Hygiene	2		16
	16		

The fourth year is twelve months clinical work in Watts Hospital, Rex Hospital or Baptist Hospital.

Electives in the third year could be chosen from science courses in either Biology or Chemistry, or from courses in the Humanities. It is recommended that the student choose the major portion of the electives in the field of the Humanities.

PHYSICS

111. Introductory Physics (4). Applications of the basic principles of physics to observed phenomena. A minimum of mathematics is used in developing concepts. The study includes laboratory and an introduction to astronomy. Intended for non-science majors.

112. Environmental Physics (4). A study of contemporary problems from the standpoint of the physical sciences. Concepts of physics are used to describe basic problems in radioactivity, thermal, and noise pollution, energy requirements, transportation needs, and the information explosion.

221-222. General Physics (4:4). Classical mechanics, heat, sound and electricity with an introduction to modern physics. Laboratory work is coordinated with lectures. Intended for science and mathematics majors. Prerequisite: Mathematics 130.

231. Descriptive Astronomy (4). A brief descriptive course in principles, theories, and techniques of astronomy. The laboratory consists of a basic study of light, using the telescope, and field trips to the local planetarium and other astronomical installations. Prerequisite: Mathematics 130.

333. Thermal Physics (4). Lectures and laboratory on the law of thermodynamics, heat flow, reversility, entropy and cyclic processes. An introduction to statistical mechanics is included. Prerequisites: Physics 221, Mathematics 222; offered fall every other year.

341-342. Physics of Fluids (3:3). A study of statics and dynamics of fluids with special treatment of generalized equations of flow, viscous fluids, compressible fluids, dimensional analysis, fluid measurement, and applications. The course includes an introduction to experimental techniques and use of the computer in fluid mechanics. Co-requisite: Mathematics 223.

442. Optics (Light) (4). A study to provide the student with a basic understanding of the principles of geometric and physical optics. Receiving emphasis will be optical instruments and the practical aspects of light. Prerequisites: Physics 222, Mathematics 222; offered fall every other year.

444. Modern Physics (4). A course designed to introduce the basic concepts of wave and particle theory, atomic structure, quantum theory, properties of matter and nuclear physics. Equal emphasis is placed on the experimental and theoretical bases of underlying principles. Prerequisites: Physics 222, Mathematics 222; offered in spring only.

NATURAL SCIENCE FOR ELEMENTARY EDUCATION MAJORS

113. (3). Principles of physics and astronomy for elementary education majors. Through the use of the astronomy laboratory, the student is exposed to a unique, first-hand, experience in observational astronomy. The course also consists of demonstrated lectures and coordinated laboratory assignments in physics.

114. (3). Earth science for elementary education majors. The course is centered around a conceptual approach to the study of Chemistry, Geology and Meteorology. The course is highlighted by a student centered, "open-lab" format in Chemistry and Geology, and a field-centered approach to the study of meteorology.

115. (3). Basic Ecology for elementary education majors. A student-centered, out-of-doors approach to the study of basic ecology. Emphasis is placed on four concepts: Diversity, Adaptation, Change and Interrelationships. Highlights of the course include field trips: two major field studies emphasizing the scientific method of research; a week-end camp out at one of N.C. State Parks; and a five week emphasis on our "environmental crisis".

200. (1-4). Research in science education for elementary education majors. This seminar type course enables the student to elect a problem relevant to science education and participate in original research. The student is required to write, present and orally defend his research paper.

RELIGION

PROFESSORS: DR. BUNN, DR. KEYSER, DR. LANGSTON, DR. NEWTON
ASSOCIATE PROFESSORS: DR. CIHOLAS, DR. MARKHAM
VISITING INSTRUCTOR: DR. WYATT

Objectives of the Religion Department: (1) Development of that understanding of the religious inheritance of mankind, with particular emphasis on the Judeo-Christian tradition, which is necessary for a comprehension of our culture; (2) Vocational and pre-vocational preparation for students going into a religious or church-related vocation.*

Religion Course Requirements for Graduation. All candidates for a degree must take Religion 101 first, and then one other course offered by the Department of Religion on a level within one year of the student's class standing. Courses numbered 311 and 312 will not fulfill this requirement.

Requirements for a Major in Religion

Thirty semester hours to be distributed as follows:

(1) Six semester hours from area one—
Religion Seminar, courses numbered: 551-552
(2) Nine semester hours from area two—
Biblical Studies, courses numbered: 101, 202, 212, 302, 304, 313, 314, 316, 402, 403
(3) Three semester hours from area three—
Christian History and Thought, courses numbered: 222, 331, 332, 333, 334, 421
(4) Three semester hours from area four—
Christianity and the World, courses numbered: 224, 341
(5) Three semester hours from area five—
Related Disciplines, courses numbered: 261, 262, 361, 363, 401, 431
(6) Six additional semester hours from areas two, three, four, or five to be approved by the Department Head. Since the Senior Seminar will vary in subject from year to year, care should be taken not to overload in any one area.

Requirements for a Concentration in Religious Education: Thirty-six semester hours, including twelve hours in area two; eighteen hours in Religious Education courses, and six hours chosen from Education 341, Education 431, Education 355, or areas two through five.

RELIGION

101. Introduction to the Bible (3). A basic Bible course with special emphasis on the birth and development of the Israelite nation, the life and times of Jesus, and the emergence and expansion of the early church. This course, or equivalent, is a prerequisite to all other religion courses. Every semester.

202. Old Testament Thought (3). An historical and systematic study of major Old Testament concepts. Every semester by demand.

212. New Testament Thought (3). A study of the key New Testament concepts which shaped the faith of the Christian Church. Every semester by demand.

* All students receiving scholarships from the school because of their church related vocation commitment are required to take an average of one religion course each semester while enrolled at Campbell College.

222. Christian Beliefs in Contemporary Society (3). An investigation of contemporary Christian issues which are among man's lasting concerns. Insights from the Bible, theology, philosophy, literature, and film are considered.

224. Basic Christian Ethics (3). A systematic study of the ethical implications of the Christian religion. Attention is given to the historical development of the Christian ethic, as well as to the social implications of Christianity in selected problem areas. Fall semester alternate years.

302. Prophetic Literature of the Old Testament (3). A study of the times, activities, and messages of selected prophets. Fall semester alternate years.

304. Poetic and Wisdom Literature (3). A study of Old Testament poetic and wisdom literature and its unique contribution to ancient Near Eastern literature. Spring semester alternate years.

311. Classical Civilization (3). This course will be concerned with those phases of Greek Civilization which have particular significance for the modern world. A knowledge of the Greek language is not required.

312. Classical Civilization (3). A study of those phases of Roman Civilization which have the greatest meaning for modern civilization. A knowledge of the Latin language is not necessary.

313. The Teachings of Jesus (3). An evaluation of the major Gospel themes as the basis for an understanding of the life and work of Christ. Fall semester alternate years.

314. Paul (3). A study of Paul's personality, life and thought. Acts, Paul's epistles, and secondary sources, both ancient and modern, will be used as sources. Spring semester each year.

316. History of Hermeneutics (3). A survey of man's interpretation of religion in Hellenistic, Jewish, and Christian systems; with an emphasis on Hermeneutical principles applied to the Bible through the history of the Christian Church. Spring semester alternate years.

331. Life and Thought in the Christian Church: Early and Medieval (3). An historical study of the major movements and thought in the early and medieval church. Fall semester alternate years.

332. Life and Thought in the Christian Church: Reformation and Modern (3). An historical study of the major movements and thoughts of the reformation and modern church. Spring semester alternate years.

333. Catholic Thought in Modern Society (3). A study of the development of significant ideas in Catholic Christianity since the Council of Trent. Emphasis is placed on Vatican II and the resulting re-evaluation of Catholic life and thought.

334. Early American Religious Thought (3). An investigation of the history, ideas, and influence of religion in Colonial America giving particular attention to New England developments. European backgrounds will be considered. Fall semester alternate years.

335. Black America and Christianity (3). An introduction to the history, dynamics, and environmental setting of the black church with special attention given to an investigation of the inner life of the church and its role in theology and the secular community. Spring semester each year.

339. Debate Between Religion and Science (3). An historical approach to the centuries old conflict between theology and science. The study is oriented toward major movements within the sciences and the response of theology to them. Fall semester alternate years.

341. Christianity and Culture (3). The relevance of God and Faith for modern man. A study of selected thinkers and forces in modern western culture and their meaning for the secular world. Spring semester alternate years.

401. Ancient Near Eastern Archaeology (3). A comparative survey of the origin and development of cultures in the Indus, Mesopotamian, and Nile Valleys. Spring semester alternate years.

402. Seminar In Old Testament Studies (3). Investigation into contemporary Old Testament problems and their implications for future studies. Fall semester alternate years.

403. New Testament Seminar (3). The New Testament in contemporary thought. Fall semester alternate years.

421. Contemporary Theology (3). A study of major 19th and 20th century theological systems from Kant to the present. Spring semester alternate years.

431. History of Religions (3). A study of methodology of religion and a survey of the major Asian religious traditions especially Hinduism and Buddhism. Fall semester every year.

551-552. Religion Seminar (3:3). The seminar with guided reading, independent research, and lecture seeks to orient the student in major and Christian traditions, theological problems, and Biblical criticism. Fall and Spring semesters each year.

RELIGIOUS EDUCATION

261. Principles of Administration (3). A management approach to the administrative task. Designed to give leaders an introduction to those principles which should be employed in guiding and directing the work of others. Fall semester every year.

262. Educational Organization (3). A study of organizations and methods used in promoting a well-rounded program of religious education through the church. Spring semester every year.

361. Psychology of Religion (3). A study of the psychological aspects of religious experience. The course is designed to give the student a degree of psychological insights into his own religious experience and the basis for a program of Christian counseling. Spring semester every year.

363. Teaching of Religion (3). A course which combines theory and application in the discovery of the best principles, materials, and methods of Bible teaching. Fall semester alternate years.

369. Christianity and the Family (3). An examination of the theological, psycho-sexual, and ethical issues arising from a study of sex, love and marriage. The practical aspects of these crucial areas of man's life and the context of American culture are the focus of this course. Spring semester alternate years.

462. Recreational Leadership (3). This course, taught by the Physical Education Department, may be counted toward Religious Education requirements after other Religious Education courses have been taken. See listing under Physical Education 462. (Block schedule: first half Spring Semester). Spring semester (Block schedule) every year.

464. The Staff Church (3). A seminar approach to the administration of a church which is large enough to have a multiple staff ministry. Required of those taking Religious Education 564. Others by permission of instructor. (Block

schedule: first half Spring Semester). Prerequisite: Religious Education 261. Spring semester (Block schedule) every year.

564. Depth Study (6). A descriptive study of the educational program of a local church which has a professional minister of education. The results of the findings will be presented in senior thesis form. (Full-time, second half of the Spring Semester.) Prerequisite: Religion 464. Spring semester (Block schedule) every year.

SOCIAL SCIENCES

PROFESSORS: DR. GASS, DR. BROWN, DR. BUNN, DR. EARP, DR. KEYSER, DR. MOORE, DR. NEWMAN, DR. PURYEAR, DR. STUMPF
ASSOCIATE PROFESSOR: DR. HAYNES
ASSISTANT PROFESSORS: MR. EASLEY, MISS SHERWOOD, MR. TUCK, DR. WALLACE
INSTRUCTOR: MR. REINHARDT

Requirements for the Major in Social Sciences: The candidate for the Bachelor of Arts or the Bachelor of Science degree with a major in the social sciences must complete at least 42 hours in the social sciences, including History 111-112. The candidate must concentrate in one field of the social sciences by completing with a grade of "C" or better in each course 24 semester hours in one of the following fields: economics, geography, sociology, government, or history. In addition, the candidates must complete, with a grade of "C" or better in each course, six hours each in three fields, other than the field of concentration to be chosen from: economics, geography, sociology, government, or history. The candidate for a major in social sciences who also desires N. C. certification as a secondary school teacher must complete, with a grade of "C" or better in each course, at least 24 semester hours in history and six semester hours in each of the following fields: economics, geography, government and sociology.

Requirements for the Major in History: The candidate for the Bachelor of Arts or the Bachelor of Science with a major in history must complete at least 30 hours of history with a grade of "C" or better in each course, including at least six semester hours of Junior-Senior courses in European history and at least six semester hours of Junior-Senior courses in United States history. The candidate must complete History 111-112 and History 221-222. In addition, the candidate must complete, with a grade of "C" or better in each course, the following related courses: Government 229; Economics, 6 hours; and either Geography 113 or Sociology 225. The candidate for a major in history who also desires N.C. certification as a secondary school teacher must complete, with a grade of "C" or better in each course, at least 6 hours in each of the following fields: economics, geography, government, and sociology.

Requirements for the Major in Sociology: The candidate for the Bachelor of Arts or Bachelor of Science degree with a major in sociology must complete, with a grade of "C" or better in each course, at least 30 semester hours in sociology, which must include Sociology 225 (Principles), 347 (Social Theory), 350 (Sociological Research) and either 358 (Historical Sociology—American) or 404 (Historical Sociology—European). In addition the candidate must complete, with a grade of "C" or better in each course, the following related courses: Government 229, History 221, 222, and Psychology 222. There is no provision for teacher certification in sociology.

High-School Teacher Certification in the Social Studies: The student majoring in either history or the social sciences who desires certification for the

teaching of the social studies in the secondary schools of North Carolina should consult both the Department of Social Sciences and the Department of Education.

ECONOMICS

For the description of courses in economics, see the Economics and Business Administration and Business Education section of this catalogue. History 330 and History 331 may be counted as either history or economics, but not as both. Business Administration 313 (Marketing), 443 (Insurance), 435 (Real Estate), and 446 (Business Statistics) can be counted as economics courses in the Department of Social Sciences.

Pre-Law Curriculum in Social Sciences:

Freshman Year

First Semester	Hrs.	Second Semester	Hrs.
English 111	3	English 112	3
History 111	3	History 112	3
Mathematics 140 or 160	3	Mathematics 130	3
Language	3	Language	3
Natural Science	4	Natural Science	4
Physical Education	1	Physical Education	1
	17		17

Sophomore Year

First Semester	Hrs.	Second Semester	Hrs.
Religion 101	3	Religion	3
History 221	3	History 222	3
English	3	English	3
Language	3	Language	3
Speech 113	2	Art 114 or Music 131	3
Health 111	2		
	16		15

Junior Year

First Semester	Hrs.	Second Semester	Hrs.
Economics 223	3	Sociology 226	3
Philosophy 121	3	Philosophy 221	3
English	3	Government 229	3
Accounting 213	3	Accounting 214	3
History 343	3	History 344	3
	15		15

Senior Year

Senior Year: Government (Junior-Senior level), 3 hours; History, 3 hours; English, 6 hours; Sociology, 6 hours; 6 additional hours from any **one** of the following: Sociology, History, Government, English or Economics; sufficient electives to produce a minimum of 128 hours for graduation. The candidate for graduation must have an over-all "C" average on all work attempted, and a grade of "C" or better on each course offered for the major.

NOTE: A hyphen separating course numbers means that ordinarily both courses must be taken in order to receive credit on either course, a comma separating course numbers means that credit can be received independently on either course.

HISTORY

111-112. Western Civilization (3:3). A survey of Western Civilization to the present; gives attention to the origins of civilization and to relations between the West and non-Western areas of the world. (Every semester).

221-222. American History (3:3). A survey of United States history from the discovery of the New World to the present. (Every semester).

311. Greek Civilization (3). (Greek 311) A survey of the history of ancient Greek culture. (Offered by the Department of Foreign Languages).

312. Roman Civilization (3). (Greek 312) A survey of the history of ancient Latin civilization. (Offered by the Department of Foreign Languages).

330,331. American Economic History. The evolution of the American economy is traced and analyzed in terms of developments in agriculture, commerce, transportations, finance, industry, etc., and of the economic principles involved. (330, every fall; 331, every spring).

332. North Carolina (3). A survey of the State's history. (Every semester).

333. The Far East (3). The history of the Far East is traced from ancient times to the present. (333, every fall).

334. American Society (3). An examination of the contemporary American society, employing concepts of authority, community, status, the sacred, and alienation. (Every spring).

336. The United States in Recent World Affairs (3). Relations of the United States with foreign nations, with special emphasis on the causes and consequences of wars, disarmament, the peace movements, the Monroe Doctrine, and efforts at international cooperation.

338. American Military History (3). A survey is made of American military history with emphasis on the geographical, political, sociological, economical, and tactical considerations affecting each major war in American history. Successful leadership and management techniques used in past conflicts are examined for possible modern application. This course is required of all military science cadets during the second semester of their sophomore year and is team taught with the Military Science Department. (Every spring).

339. Studies in Revolutions (3). Comparative studies of several aspects of selected revolutions in the modern world. (Every spring).

342. Medieval Europe (3). The political, economic, ecclesiastical, and cultural history of Europe is surveyed from the fall of Rome to early modern times. (Fall, even numbered years).

343-344. England (3,3). The political, economic, ecclesiastical, and intellectual history of the English is traced from earliest times to the present. (343, every fall; 344, every spring).

345. Philosophy of History (3). (Philosophy 345). Representative interpretations of history are studied, with special emphasis upon those which are implicit in Western Civilization. (Offered by the Department of Philosophy).

350. Renaissance and Reformation (3). The meaning of these great historical movements is examined in terms of the decline of the characteristic features of medieval civilization and the rise of modern European institutions. (Fall, even numbered years).

351. Europe in the Age of the French Revolution (3). A study of the French Revolution, its causes, and short-run and long-run results. (Spring of even-numbered years).

352. Europe in the Modern World (3). The principal European states are studied in terms of their internal development and international relations.

353,354. Recent History of the United States (3,3). Significant developments in the history of the United States since 1890 are studied in detail, with emphasis upon their political, constitutional, diplomatic, and economic aspects. The first semester's work covers the period to the New Deal.

355,356. Russia and the U.S.S.R. (3,3). Russian history is traced in terms of its principal events and developments from its beginning to the present.

357,358. Social and Intellectual History of the United States (3,3). The interaction of ideas and social practices is analyzed through the examination of thought and institutions in such fields as science, law, technology, religion, economics, philosophy, and education.

359,360. American Colonial History and the New Nation (3,3). The development of American nationhood and institutions is traced from the founding of the English colonies to the inauguration of Thomas Jefferson. (359, every fall; 360, every spring).

402. The Old Testament World (2). (Religion 402). A study of archeological, religious, and philosophical materials that reveal the environment in which the Old Testament comes into existence. (Offered by the Department of Religion).

403,404. Social and Intellectual History of Europe (3,3). Traces and analyzes the main currents of the social and intellectual development of European civilization.

445. Modern European Political Thought (3). (Government 445). The main currents of European political thought are analyzed in terms of their historical setting and philosophical background.

446. American Political Thought (3). (Government 446). The main currents of American political thought, from colonial beginnings to the present, are analyzed in terms of their historical setting and philosophical background.

449,450. The Development of the American Constitution (3,3). (Government 449, 450). Gives an account of the living constitution by tracing practices, customs, traditions, and fundamental legal ideas in their historic setting as they make up the body of the American Constitution today. (Offered by the Department of Government).

GOVERNMENT

For descriptions of courses in government, see the Government section of this catalogue.

SOCIOLOGY

Prerequisites: See individual course descriptions below for prerequisites to specific courses.

225. Principles of Sociology (3). In this introduction to the principles of sociology, an attempt is made to provide an understanding of culture, collective behavior, community life, and social change. Open to Freshmen. (Every spring).

226. Social Problems (3). The nature and extent of social problems in contemporary life are examined in terms of causes and constructive methods of treatment and prevention. (Every spring).

332. Social Psychology (3). (Psychology 332). The forms of interaction of personalities which characterize sociology are studied in terms of their effect

upon the institutions and functions of society. (Offered by the Department of Education and Psychology).

334. American Society (3). An examination of the contemporary American society employing concepts of authority, community, status, sacred and alienation.

340. The Family (3). Among the topics discussed are the development of the family as a social institution, the contemporary family in various cultures, and the relationship of the family to the other institutions of American society.

341. Social Change (3). Social change is studied in terms of its causes and its effects upon such factors as social stratification, status systems, and communications.

342. The Community (3). Dealing with the community in both its rural and its urban form, this course considers the rural-urban differentials, the changing pattern of community life, neighborhoods, natural areas, and rural and urban problems.

345. Anthropology (3). Scientific evidence concerning the development of **homo sapiens** is presented. What leading thinkers are saying about man's place in the universe is surveyed.

346. Criminology (3). A study is made of the crime problem in the United States; emphasis is given to the reduction of crime and the rehabilitation of convicts.

347. Introduction to Social Theory (3). A critical study of sociological theories of recent writers with a view to laying the foundation for a constructive theory of modern life. Prerequisite: 9 hours of sociology.

350. Social Research Techniques (3). It is the purpose of this course to introduce the student to methods of research used by investigators of social data. Prerequisites: 12 hours of sociology; open to majors only.

353. Social Structure (3). Undertakes to provide a frame of reference for the ordering and analysis of sociological facts.

358. Historical Sociology-American (3). (History 358). Considers the influence of Social Darwinism upon American social thought and the development of sociology as a recognized discipline and professional in the United States.

361. Introduction to Social Work (3). Surveys the purposes, problems, methods, and institutions of social work.

404. Historical Sociology-European (3). (History 404). Traces and analyzes the main currents of the development of social thought in modern Europe.

GEOGRAPHY

For descriptions of courses in geography, see the Geology and Geography section of this catalogue.

DEPARTMENTAL SEMINAR (3)

Admission is by consent of the instructor to Social Science, Sociology, and History majors who have completed at least 75 semester hours of college work, including at least 21 hours in the social sciences. The work of the seminar includes readings and discussion. Each student writes a major research paper under the personal supervision of the instructor. The topic is selected with the approval of the instructor. The course number is "599".

TRUSTEES

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Berles Johnson ..... Purchasing Agent
Mrs. A. R. Burkot ..... Laundry Manager
Thomas Noe ..... Director of Physical Plant
Francis Eddings ..... Director of Security and Traffic
Charles B. Howard ..... Director of Church Relations

ASSOCIATES

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Mrs. Delia Werner ..... Residence Hall Counselor
Mrs. Amelia Caison ..... Residence Hall Counselor
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F. M. Caudell ..... Associate Manager of College Store
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Mrs. Eurice Stewart ..... Building Supervisor
Mrs. Florence Pulliam ..... Associate Dietitian
Kermit Vinson ..... Science Supply Manager
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Tom T. Lanier ..... Assistant Director of Admissions
Michael Cates ..... Counselor in Admissions

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B.S., West Virginia University; M.S., ibid.; Ph.D., ibid.; Campbell College, 1965-

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B.S., Campbell College; Ph.D., North Carolina State University at Raleigh; Campbell College, 1970-

DONALD E. PHELPS ■ Associate Professor of Modern Languages
B.S., Wake Forest University; Graduate Student, East Carolina University; M.A., University of North Carolina at Chapel Hill; Campbell College, 1957-

WILLIAM ROY PHELPS ■ Assistant Professor of Spanish
B.S., East Carolina University; M.A., ibid.; Graduate Study, Appalachian State Teachers College, University of Arizona, University of North Carolina at Chapel Hill; Campbell Collge, 1968-

ROBERT NEIL PIPER ■ Assistant Professor of Music
B.S., University of Illinois; M.S., ibid.; Ed.D., ibid.; Campbell College, 1968-

STEPHEN S. VAN DER PLOEG ■ Part-time Instructor in Economics
B.A., Cleveland State University; M.A., Duke University; Graduate Student, ibid.; Campbell College, 1973-

LOUISE BEASLEY POLLANS ■ Part-time Instructor in Foreign Language
A.B., Emory University; M.A., University of North Carolina at Chapel Hill; Graduate Student, ibid.; Campbell College, 1973-

ELMER L. PURYEAR ■ Barden Professor of Government
A.A., Campbell College; B.A., Wake Forest University; M.A., University of North Carolina at Chapel Hill; Ph.D., ibid.; Campbell College, 1971-

GENE H. RAFANELLI (MAJOR) ■ Assistant Professor of Military Science
B.S., Seattle University; Graduate Student, Georgia State University; Campbell College, 1971-

DOROTHY COLEMAN RAMOS ■ Assistant Professor of English
A.A., Campbell College; B.A. (with honors), University of North Carolina at Chapel Hill; M.A., ibid.; (on leave of absence 1969-1970); Campbell College, 1962-

FRANK RAMOS ■ Instructor in French
B.A., University of North Carolina at Chapel Hill; M.A., ibid.; Campbell College, 1966-73.

DOUGLAS E. REINHARDT ■ Instructor in Sociology
A.B., Wake Forest University; A.M., ibid.; Campbell College, 1972-

DANNY LEE ROBERTS ■ Assistant Professor of Health and Physical Education
B.S., Pfeiffer College; M.Ed., University of North Carolina at Chapel Hill; Campbell College, 1963-

IRIS GRAY SCARBOROUGH ■ Assistant Professor of Music
A.B., Meredith College; M.A., George Peabody College; Campbell College, 1969-

MITCHEL W. SELLERS (MAJOR) ■ Assistant Professor of Military Science
B.S., North Carolina State College; M.B.A., College of William and Mary; Campbell College, 1972-

MARY BATES SHERWOOD ■ Assistant Professor of Social Studies
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ELLEN SIKES ■ Assistant Professor of Business Education
B.A., Limestone College; Graduate Student, Appalachian State University, Lenoir Rhyne College; M.S., University of North Carolina at Greensboro; Campbell College, 1966-

MARGARET R. SIMMONS ■ Assistant Professor of Music
B.A., Meredith College; M.M., Florida State University; Campbell College, 1967-

REID B. SINCLAIR ■ Professor of English
B.A., Randolph-Macon College; M.A., Vanderbilt University; Ph.D., ibid.; Campbell College, 1971-

JAMES DUDLEY SISTRUNK ■ Professor of Library Science
B.A., Baylor University; B.D., Southwestern Baptist Theological Seminary; B.S. in Library Science, North Texas State University; Graduate Student, University of North Carolina at Chapel Hill, Baylor University; Campbell College, 1964-

RODNAL H. SKAGGS ■ Assistant Professor of Speech and Drama
B.A., Glenville State College; M.A., University of North Carolina at Chapel Hill; Campbell College, 1966-

DONNA WILKE SMITH ■ Assistant Professor of Home Economics
B.S., Texas Technological College; Graduate Student, University of Arizona; M.S., Texas Technological College; Campbell College, 1967-73.

ROBERT F. SOOTS, JR. ■ Assistant Professor of Biology
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LINDA JEAN OLIPHANT STANFORD ■ Assistant Professor of Art
A.B., Hunter College; M.A., Indiana University; (on leave of absence 1972-); Campbell College, 1968-

DOROTHEA L. STEWART ■ Associate Professor of English
B.A., University of North Carolina at Greensboro; M.A., East Carolina University; Campbell College, 1960-

W. C. STONE ■ Associate Professor of Music
B.M., Eastman School of Music, University of Rochester; M.M., ibid.; Graduate Student, Northwestern University; Campbell College, 1961-

WILLIAM C. STRANGE ■ Part-time Visiting Professor of Trust Education
LL.B., George Washington University School of Law; L.L.M., M.P.L., ibid.; Campbell College, January 1971-

VERNON O. STUMPF ■ Professor of History
A.A., Los Angeles Junior College; B.A., (Cum Laude), University of Southern California; M.A., ibid.; Ph.D., Duke University; Campbell College, 1966-

FRANK SUMMERFIELD ■ Instructor in Health and Physical Education
B.A., Kansas Wesleyan University; M.A., Montclair State College; Campbell College, 1973-

WILLARD S. SWIERS ■ Professor of Education
B.E., Moorhead State College; Graduate Student, University of Minnesota; M.A., University of North Carolina at Chapel Hill; D.Ed., ibid.; Campbell College, 1967-

GARY A. TAYLOR ■ Assistant Professor of Psychology
B.A., Oklahoma Baptist University; M.S., Oklahoma University; Campbell College, 1968-

JERRY DUNCAN TAYLOR ■ Associate Professor of Mathematics
B.A., Arkansas State Teachers College; M.S., University of Arkansas; Ph.D., Florida State University; (on leave of absence Fall semester 1963, 1966-1969); Campbell College, 1961-

LOUISE TODD TAYLOR ■ Assistant Professor of English
B.A., Swarthmore College; M.A.T., Duke University; Ph.D., Florida State University; (on leave of absence 1966-1969); Campbell College, 1964-

WAYNE W. THOMAS ■ Assistant Professor of Mathematics
B.S., North Carolina State University at Raleigh; M.S., ibid.; Campbell College, 1959-1964, 1966-

CARY C. TODD ■ Assistant Professor of Mathematics
B.A., Campbell College; M.A., East Carolina University; Campbell College, 1965-

LEONORE DOROMAL TUCK ■ Associate Professor of Home Economics
B.S.E., Radford College; M.S., University of Tennessee; Graduate Student, Cornell University, Virginia Polytechnic Institute; M.P.H., University of North Carolina at Chapel Hill; (on leave of absence 1966-1967); Campbell College, 1955-

WILLIAM P. TUCK ■ Assistant Professor of History
B.A., Duke University; M.A., ibid.; (on leave of absence 1964-1968); completing dissertation for Ph.D. at University of North Carolina at Chapel Hill; Campbell College, 1958-

RUFUS BENTON TURNER ■ Professor of Education
B.S., North Carolina State University at Raleigh; M.A., ibid.; Graduate Student, East Carolina University; Ed.D., Duke University; Campbell College, 1966-

BAYRED O. VERMILLION ■ Associate Professor of Business
B.S., Southwest Missouri State College; M.A., George Washington University; Graduate Student, William and Mary, Boston University; Campbell College, 1966-

JEAN M. VICKERY ■ Instructor in Economics
B.A., University of North Carolina at Chapel Hill; Candidate for Ph. D., ibid.; Campbell College, 1970-73.

JERRY McLAIN WALLACE ■ Part-time Assistant Professor of Sociology
B.A., East Carolina University; B.D., Southeastern Baptist Theological Seminary; Th.M., ibid.; M.S., North Carolina State University at Raleigh; Ed.D., ibid.; Campbell College, 1970-

ROBERT J. WASHER (LIEUTENANT COLONEL) ■ Professor of Military Science
B.S., United States Military Academy; M.S., Tulane University; Campbell College, 1973-

THOMAS B. WATERS ■ Assistant Professor of Art
B.F.A., Virginia Commonwealth University; M.F.A., ibid.; Campbell College, 1967-

ERNEST A. WHITE ■ Instructor in Health and Physical Education
B.S., Appalachian State University; M.A., ibid.; Campbell College, 1972-

PETER A. WISH ■ Part-time Instructor in Science Education
B.S., Campbell College; M.S., North Carolina State University at Raleigh; (on leave of absence 1971-73); Campbell College, 1969-

MARSHALL WOODALL ■ Part-time Instructor in Law
B.S., University of North Carolina at Chapel Hill; LL.B., ibid.; Campbell College, 1966-

ROY BLANTON WYATT, JR. ■ Part-time Instructor in Religion; Missionary-in-Residence
B.A., University of Richmond; B.D., Southern Baptist Theological Seminary; Th.D., ibid.; Campbell College, 1973-

CHARLES G. YARBROUGH ■ Assistant Professor of Biology
B.S., Wake Forest University; M.A., ibid.; Ph.D., University of Florida; Campbell College, 1966-67, 1970-

GAIL YODER ■ Instructor in Education and Career Opportunities Program Co-ordinator
B.A., Goshen College; M.Ed., University of North Carolina at Chapel Hill; Campbell College, 1971-

PAUL M. YODER ■ Professor of Music
B.A., Goshen College; M.Mus., University of Wichita; Ph.D., Florida State University; Campbell College, 1961-

Department Chairmen

Biology ..... Dr. L. Stanford Beard
Business ..... (Acting) Thomas H. Folwell
Chemistry ..... Dr. James M. Jung
Education ..... Dr. Willard S. Swiers
English ..... Dr. Reid B. Sinclair
Foreign Language ..... Dr. Cronje B. Earp
Geology ..... Dr. C. Edward Howard
Government ..... Dr. Elmer L. Puryear
Home Economics ..... Mrs. Leonore D. Tuck
Mathematics ..... Mr. Harold C. Bain
Military Science ..... LTC Robert H. Washer
Music ..... Dr. Paul M. Yoder
Philosophy ..... Dr. Stewart A. Newman
Physical Education and Health ..... Dr. Richard A. Lauffer
Physics ..... Dr. Louis S. Hovis
Religion ..... Dr. John T. Bunn
Social Science ..... Dr. W. Conard Gass

Faculty Emeriti

J. DELMER ASHWORTH, B.A., B.J., M.A.
English, 1962-1971

MURIEL MARTIN BAGBY, B.A., M.A.
Latin, 1952-1971

EDWARD DUVALL, B.A., LL.B., M.A.T.
Mathematics, 1963-1971

*MARY ELIASON, B.A., M.A., Ph.D.
English, 1959-1970

NANCY ELIASON, B.A., M.A.
Botany, 1959-1971

CHARLES BARRETT HOWARD, B.A., D.D.
Bible, 1938-1959

***WINIFRED KUHNS, B.A., B.ED., M.S.
Mathematics, 1959-1966

BESSIE CAMPBELL LYNCH, B.M.
Music, 1916-1928, 1934-1965

MABEL POWELL, B.A., M.A.
English, 1924-1967

**NELL POWELL, B.A., M.A.
Mathematics, 1953-1961

INEZ G. SADLER, B.A.
Business, 1955-1967; Director of Placement, 1964-1970

MYRTLE FULLER TILLMAN, A.B., B.M.T.
Art, 1953-1958; 1962-1967

AMANDA MARTIN TURLINGTON, B.A., M.S.
Home Economics, 1936-1952

FRANK E. WEYER, B.A., M.A., Ph.D.
Education, 1961-1971

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* Deceased January 3, 1973
** Deceased February 15, 1973
*** Deceased August 17, 1973

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1971 Mr. Steve Foster
*Mr. Charlie Robertson
*Mr. Douglas Carter
1972 Mr. John Collingwood

* Associate Representatives

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EIGHTY-FIFTH ANNUAL COMMENCEMENT

SUNDAY, MAY 14

10:30 A.M. . . . . Sermon

Dr. Carlton T. Mitchell

Winston-Salem, North Carolina

MONDAY, MAY 15

10:30 A.M.—Literary Address . . . . . Turner Auditorium

Mr. Ned B. Ball

New York, New York

Awarding of Degrees and Delivery
of Diplomas . . . . . President Norman A. Wiggins

HONORARY DEGREES

Doctor Perry Crouch . . . . . Doctor of Divinity
Mr. Claude Gaddy . . . . . Doctor of Laws
Mr. William Ruffin . . . . . Doctor of Humane Letters
Mr. Ned B. Ball . . . . . Doctor of Laws

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Valedictorian . . . . . Jesse Lorenza Williamson
Salutatorian . . . . . Nigle Bruce Barrow, Jr.
J. P. Gardner Social Sciences . . . . . Jesse Lorenza Williamson

Degrees Awarded, May 15, 1972

Bachelor of Arts

Nigle Bruce Barrow, Jr., **Summa Cum Laude**
Robert Howard Blackman
Ruth Elizabeth Bryant
Linda Diane Burchette
Shirley Carson Burger
Ronnie Allen Caulder
Russell Edward Cavenaugh
John Daniel Collingwood
Roger Dale Cope
Cynthia Lynn Ellis
Manuel Zavala Enriquez
Deborah Jane Fisher
Betty Lois Self Harrell
Virginia Anne Hollins
Amos Garfield Hudson
Ronald Edwin Infinger
John Alsey Johnson
Phoebe Anne Johnson
Betsy Lynn Jones
Jenny Catherine Jones
Carolyn Mullikin Knox, **Magna Cum Laude**
Rolf Reiner Kreuscher
David Herbert Lavery, **Cum Laude**
Owen Autry Lewis
Raymond H. Livengood, Jr.
William Wilson McClure, Jr., **Cum Laude**
Bruce Ralph McHenry
Sylvia Elizabeth Northcutt
Calvin Walker Parker, Jr.
Robert Harold Parnell
Larry Thomas Pope
Cherrie Ann Quakenbush
Darryl Phillip Reardon
Lavella Marie Register
Dorothy Irene Ross
Ruth Samson
Takao Sato
Jo Ann Sexton, **Cum Laude**
Robert Milton Stivender
George Bruce Strattner
James B. Stroud
John Cotten Pierce Tyler
Nancy Gail Watson
Jesse Lorenza Williamson **Summa Cum Laude**

Bachelor of Science

Grace Eugenia Adams
Betty Sue Allen
Charles B. Aycock
Joyce Adams Aycock
Ricki Dutton Ayers
Hilda Oldham Bailey
David Allan Ballance
Wallace Randolph Banks, Jr.
Carlie Gene Barbour, **Cum Laude**
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Kathryn Matilda Barnhill
Mary Aiken Barrow, **Cum Laude**
Robert Harry Bartelt
Gene Alton Bennett
Phyllis Rowland Bennett, **Cum Laude**
Robert Rodney Bidwell
Thomas Meredith Bolton, Jr.
Glenn Edward Bowen
Maude Hope Brinkley
James Charles Brooks

William Edward Bryan, Jr.
Marsha Johnson Bryant,
Magna Cum Laude
David Earl Buckingham
Iris Williford Butler, **Cum Laude**
Lawrence Peter Butz, II
Roy Weldon Byrd
Walter Cooper Byrd
Judith Amna Cameron
Emmett Oliver Carrithers
Darlyne Elizabeth Cash
Kenneth Griffin Christian
Linwood Charles Cochran
Rebecca Jean Collins,
Magna Cum Laude
Bennett Little Cotten, **Cum Laude**
George Thomas Courtney
Jack McKinley Cox, Jr.
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John Arthur D'Alpe, III
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Terry Leggett Davis
George S. DeTurris
Alice Dianne Dickens
John Douglas Dixon
Jerry William Dodgion
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Carolyn Beach Edgerton
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Thomas Wayne Flint
Carl Millard Freeman, III
Littlie Ruth Bouldin Gill
Deborah Stell Glover
Trudy Elaine Goodman
George S. Graham
Bruce Lee Gravatt
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Paula Swain Gurkin
Marguerite Green Gutterman
Martha Gayle Hackney
Ann Jefferson Haley
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Barry James Jenkins
Julia Boone Jenkins
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Winifred Lee Jernigan
Paul E. Johns
Charles Ronald Johnson
Frederick Hugh Johnson
Eldon E. Johnston, Jr.
Brenda Jane Joye
Milford Paul Keller
Sung Tae Kim
Fred H. King
Carolyn Coats Knight, Magna Cum Laude
Paul Gregory Lausier
Hylton Parker Lawrence
Kenneth Robert LeClair
Patricia Gail Renn LeClair
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Steven Jeffrey Lewis
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Christine Gail Long
Franklin Darrell Long
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Patricia Lunsford Messick
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Jacqueline Moore
Robert Page Morehead
Phyllis Dianne Morriss
Julia Tart Naylor
Nancy Ray Nettles
Pamela Elaine Norris
Evelyn Ruth Odom
Karene Parker, **Magna Cum Laude**
Glenn Thomas Parrott,
Magna Cum Laude
Jane Lindsey Parrott
John Wayne Pearson

Alan Dale Peterson, **Magna Cum Laude**
Mary Elizabeth Pierce
Martha Susan Pittman
Mary Frances Posey
Gail Marie Potter
Effie Rose "Boots" Prince
Maurice Clay Pruitt
Jeffrey Herman Raker
Murphy Oden Ratcliff, III
Carol Wells Reardon, **Cum Laude**
Harry William Rettke, Jr.
Gloria Jean Rigsbee
Homer Lindell Riley, Jr.
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John Harrison Rose
Lucius Ross
Sharon Huffstetler Sansone
William Russell Schumann, Jr.
Gail Gamble Shields
Sally May Simmons,
Magna Cum Laude
Jack Mayo Slappey
Carolyn Lloyd Smith
Frederick Keith Smith
Ira Lynn Smith
William Curtis Soule, Jr.
Philip Yates Spears
Shelton Aubrey Spivey, Jr.
Donna Susan Stanley
Richard Leander Hoy Starmer
Sheryl Edward Stewart, **Cum Laude**
Dan Strickland
Brenda Weeks Sutton
Magna Cum Laude
Barbara Connell Taylor
Gail Andrews Taylor
Brothie Tillman Thomas
Grady Benton Thomas
James Larry Thomas
Arthur Randolph Tinkham, Jr.
Joyce Owens Tompkins, **Cum Laude**
Donna Marie Tutor
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Connie Ruth Upchurch
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William Rickey Washington
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Philip Rudolph Whetzel
Edna Lee Wilkes
Mary Lea Wilkes
Mary Elaine Wilkey
Albert Edward Williams, Jr.
Muriel Parker Williams
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Cordell Preston Wise
Russell L. Wright, Jr.

Bachelor of Business Administration

Foster W. Alexander
Edward Gordon Arthur
Robert Augustus Avery
Dennis I. Bellefeuille
John Franklin Bobbitt
William Austin Bryant
Charlie Edward Buchanan
Elwood Ray Bucher, III
Robert Ballard Burger, Jr.
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Stephen Arthur Freeman
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John Seamens Gardner, Jr.
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Derenda Rogers Kelly
Jack Paul Leenaarts
Thomas Lewis Long
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William Jack Martin
Randolph Dennis Mills, Jr.
Dana MacMoody
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James Russell Morris
Trice Wesley Mott
Albert M. Murray, Jr.
William David Pardun
Lonnie W. Parker
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Lawrence L. Peacock, Jr.
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Richard D. Pleasants, **Cum Laude**
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William James Roberts
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William Frederick Schultz
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Willie James Shipp, Jr.
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Moses Lambe Snipes, Jr.
Danny Calvin Stallings
James Aubrey Stephenson
John Raymond Sturges
Don Gene Thomas
Paul Arthur Thompson
David Harold Turlington
William Marvin Waldo
Lloyd Matthews Walton
James Donald Ward
Phillip Ray Warren
Courtney M. Whitehead, Jr.
Steven William Whitmire
Charles Q. Williams
Victor Lester Williford, Jr.
Raymond E. Willis
Thomas Edison Wood
Alexander Thomas Wyche

Bachelor of Music Education

Robert Milton Hood
Judy Carroll Lindsay
Jacqueline Lee Wharton

Associate in Arts

Lorraine Barbour Byrd
Linda Cox Crompton
Mary Louella Hargrove
Norma Ann Mitchell

SUMMER SCHOOL
Degrees Awarded, August 11, 1972
Bachelor of Arts

Thom Smith Austin
Dennis Lee Burton
Peter James DeFranco
James Benjamin Dunning
Uwe Eckhardt
Robert H. Gilbert, IV
Berta Owen Hewitt
John Robert Hickman
Barbara Jean High
Mary Margaret Hobbs
Laurence Kenneth Miller
Betha Faye Ward
Glenn Quinton Warren
Linda Kirkman Warren
Jo Ann Watson
Marvin Wells
Bonnie Joy Love Whitaker, **Summa Cum Laude**

Bachelor of Science

Henry T. Belton
Lamar Bragg Bigham
Greta Jo Black
Leamon Harold Bradshaw
Lawrence M. Browning
Priscilla Anne Bynum
Michael Frederick Cates
Charles Weldon Cockman
Joy Spiegel Cohen
Betty Lou Ellen Collins
Violet Dean Crawley
John Ervin Dougher
Harriet Leigh Enzor
Linda Elizabeth Fowler
Bobby Melvin Garrell
Billie Byrd Garris
William Hal Glover
Charles Lee Gray
John Edward Griffith, II
Richard Craig Hadlock
Lynda Ruth Harding
Cecil Harkey, Jr.
Alice H. Caison Harris
Ronald Paul Hawley, **Cum Laude**
Wistar Morris Heald, III
Judy Lynn Higgins
Marcia Faye Hodge
Bonnie Gilbert Howard
Bryan Warner Hudgins
Barbara Jane M. Jackson
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Ronald Edward Jones
Laureen Williams Jordan
Frances McPhail Keith
Franklin Fulton Lanier
William Edwards Lee, Jr.
Thomas Edward Linger
Thomas Cecil Lowe
John Joseph Mastalski
David Clinton Matthews
R. Anne McHenry
Elsie Jane Warren McLamb, **Magna Cum Laude**
Robert B. McNeil
Beverly Ann Medlin
Bruce Dwain Miller
Herman Randolph Moore
Nancy Carolyn Moore
John Michael Morgan, III
Carolyn Ruth Mozingo
William Albert Needs, Jr.
Parham Van Nunn
Kua-Anan Pachimsawat
Lillian C. Paniak
Michael Forrest Pearce
Ayoot Pibulpanuvat
William Ray Raynor
Frederick Harry Robinson
George Byron Rose, Jr.
Clarence Patterson Rosser
Abolghassem Shahravar
Elizabeth Sorrell Smith
Mary Marshall Smith
William Arthur Stonerock, II
Paul Joseph Sullivan
Timothy Douglas Sutton
Alston LeRoy Sykes
Gregory Pridmore Thomas
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Louis Nathaniel Thompson
Emily Sue McCormick Tillman
Joseph M. Torrone
James Hardon Van Duyne
Sharon Parker Waicus
Betty Blanchard Wallace
Charles Lee Watson
William Bryant Wellons, Jr.
Franklin Reed Williams, II
Phyllis Dianne Hardee Williams
Pamela Paulette Wilmouth

Bachelor of Business Administration

Marvin Ford Asbill
Oscar Fitz-Alan V. Baxter
Lytle Clifton Brown
Edgar Lawrence Cameron, III
Angel L. Carrion
Karl Madison Cates
Joseph Elwood Coleman, Jr.
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John James Swift
Frederick Howard Timper
Robert Loy Troutman
Leif Smith Valand
Joseph Mark Warren
Billy Ray Watson
Charles Norman Wood

Bachelor of Music Education

James Edward Sparks

DEGREES AWARDED, DECEMBER 20, 1972

Bachelor of Arts

Paula Celeste Boyd
Paul Caesar Boyer
Barbara Kelly Cotten
Gordon H. Dyson
George M. Hale
Douglas R. Jones
Victor Witold Kalicki
Deborah Kravitz Miller
David Leo Orndorff
Richard David Patton, III
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Martha Louise Sandusky
Charles Ward Telfair, Jr.
Judy Wilkes Thomas
Irby L. Todd
Gordon Sefton Wiggs

Bachelor of Science

Belinda Lea Allen
Catherine Westbrook Batts
Steve Bayer
Phyllis Anne Beasley
John Russell Beck, Jr.
Joseph Spurgeon Begue
Thomas Murray Best
Rodney Ellington Blount
Thomas Harold Blue
Susan Elizabeth Brandt
Charles L. Burton
Edna Willis Canady
Rodney Rummel Chamblee
Helen Buren Cherry
Sarah Lawrence Childers
Suzanne Reid Choate
John Robert Clemens
Richard Lee Cole
Weldon Loyd Craven
James Donald Dixon
J. Michael Dorman
Rebecca Dian Dwyer
Kathryn Lucille Edge
Clyde Eller
Michael Joseph Elzas
Danny Martin English
Deborah T. Ennis
Gary LeVon Ennis
Phillip Ray Ferrell
David Leroy Fidler

Robert Leonard Foreman
Mickey Herbert Fortner
George Marion Foxworth
Benjamin Jackson Frazier, **Cum Laude**
Daphne Crumpler Goodrich, **Cum Laude**
Brenda Jones Graham
Jacquelyn Irene Greer
James Michael Grigg
Julian Randolph Gruber
Robert P. Hahn
Helen Ruth Hale
Carolyn Jean Hardee
Henry Thomas Hicks, Jr.
Walter Franklin Hill
Wayne Aydlett Hollowell
Donny Lee Hunter
Donald Lee James
James L. Johnson
Susan Gayle Johnson, **Magna Cum Laude**
Brian Kenneth Jones
Gay Jones
Janet Joseph
Daniel Elvin Lee
Charles Joyner Malone
Sandra Gail Marshall
Henry Douglas Matheson, Jr.
David Daniel Matthews
Tony Gerald May
Alvis Lee McFarling
Tom Douglas McGuirt
Freddie Lee McLean
Thomas Henry Meares
George Allen Mercer
David Arthur Michael, Jr.
Sallie Ann Moore
William Shuford Newsome
Camilla Gertrude Nieto
Roxie Jenelle Oakes
James A. Painter
David Allan Parker
Gilbert Levon Parker
Judy Carol Peacock
Bonnie Farrell Peterson
Liborio Picart-Curet
Jerald Richard Pierpont
Cecil Harold Powers
Charles Kelso Ross
Alvin Thomas Rountree
Mary Edna Rozier
Wharton Green Separk, III
James Michael Smith
Carl Irvin Synder
Susan Slaymaker Steck
Frances Gentry Thomas, **Cum Laude**
Alex Wayne Valadez
Thomas Creswell Wagstaff
Ann Vick Warren
Frank Richard Washburn, **Cum Laude**
Mary Elizabeth West
Carolyn Faye Williams
Ralph Edwin Wilson
Herman Franklin Wood, Jr.
Nogah Dan Wood
Kay McQueen Worley

Bachelor of Business Administration

Lewin Cordell Armentrout
James Salisbury Ayers
David English Baker
Christopher Wayne Barefoot, **Trust**
Henry F. Blackmon, Jr.
Dennis Robert Bradshaw, **Trust**
Glenn Maurice Branch
George Leon Bullion
Ronald Craig Bunch
William Earl Burch
Robie Sherman Butler, **Trust**
Hubert Clyde Carter
Wendel Tobias Chaffin, Jr.
Ronald Lee Cheek
David Michael Cline
Thomas Wayne Coats
Thomas Lee Dickens
Reginald Louis Dupree
Carl Thomas Goodwin
James Elwin Hamilton, Jr.
Billy Joe Hardeman
James Howard Hix, Jr.
Arthur Mark Jacobs
Lee Eugene Johnson
Robert Kemper Knapp
Glenn Everette Kornegay
Fred Marshall Lamm
Mitchell Keith Lindsay
Godfrey Grey Little
David Emrey MacWhorter
James K. Mahaffey
Larry Nelson Mladek
Leonard Levert Norwood
Thomas R. Phillips, Jr.

Donald St. Onge, II
Laurence Edward Rasmussen
Thomas Anthony Saunders
R. B. Smith
K. Wayne Stallings
William Bruce Teachery, III
Raymond Wesley Thomas
John Wesley Upchurch, Jr.
Luther L. Wilson, Jr.
Larry Glenn Wood

Bachelor of Music Education

Claudette Denny
Sandra Owens Douglas
Trudy Vira Weaver

REGISTER OF STUDENTS

1972-73 Fall Enrollment

	Men	Women	Total
Senior	373	118	491
Junior	348	188	536
Sophomore	296	209	505
Freshmen	388	272	660
Unclassified	4	2	6
	1409	789	2198
Part-Time	56	87	143
Total	1465	876	2341

Summer School 1972

	Men	Women	Total
Senior	227	67	294
Junior	122	65	187
Sophomore	46	54	100
Freshman	54	42	96
Unclassified	5	10	15
Total	454	238	692
Second Six Weeks Not Previously Listed	79	40	119

Summary of Bachelor's Degrees Awarded

	Men	Women	Total	Cumulative Total
May 31, 1963	92	43	135	135
August 23, 1963	29	12	41	176
January 31, 1964	33	5	38	214
May 29, 1964	110	50	160	374
August 27, 1964	56	20	76	450
February 5, 1965	45	15	60	510
June 4, 1965	125	69	194	705
August 27, 1965	55	29	84	788
February 4, 1966	44	31	75	863

June 3, 1966	145	78	223	1,086
August 26, 1966	68	18	86	1,172
February 3, 1967	50	36	86	1,258
June 2, 1967	118	71	189	1,447
August 25, 1967	57	31	88	1,535
February 2, 1968	58	46	104	1,639
May 31, 1968	161	97	258	1,897
August 23, 1968	86	33	119	2,016
January 31, 1969	72	61	133	2,149
May 30, 1969	186	118	304	2,453
August 29, 1969	77	32	109	2,562
February 6, 1970	72	59	131	2,691
June 5, 1970	211	118	329	3,022
August 21, 1970	105	38	143	3,165
January 22, 1971	76	41	117	3,282
May 31, 1971	197	126	323	3,605
August 13, 1971	89	36	125	3,730
December 19, 1971	108	41	149	3,879
May 15, 1972	205	108	313	4,192
August 11, 1972	95	37	132	4,324
December 20, 1972	116	41	157	4,481
May 14, 1973	203	105	308	4,789
August 10, 1973	100	18	118	4,907

REGISTER OF STUDENTS

Enrollment By Counties

Alamance	15	Durham	49
Anson	3	Edgecombe	4
Beaufort	4	Forsyth	19
Bertie	4	Franklin	3
Bladen	22	Gaston	1
Brunswick	6	Gates	1
Buncombe	1	Granville	15
Cabarrus	4	Greene	5
Caldwell	1	Guilford	36
Camden	2	Halifax	17
Carteret	11	Harnett	310
Caswell	2	Haywood	3
Catawba	2	Hertford	2
Chatham	28	Hyde	2
Chowan	1	Iredell	3
Cleveland	1	Johnston	141
Columbus	25	Lee	103
Craven	7	Lenoir	20
Cumberland	207	Lincoln	1
Currituck	2	Martin	4
Dare	2	Mecklenburg	27
Davidson	8	Montgomery	6
Duplin	22	Moore	29

Nash	32	Rutherford	2
New Hanover	12	Sampson	140
Northampton	4	Scotland	4
Onslow	11	Stanley	4
Orange	13	Stokes	1
Pamlico	4	Surry	1
Pasquotank	8	Union	2
Pender	6	Vance	14
Perquimans	1	Wake	209
Person	11	Warren	3
Pitt	8	Washington	2
Randolph	13	Wayne	38
Richmond	19	Wilkes	2
Robeson	32	Wilson	8
Rockingham	5	Yadkin	2
Rowan	3		
TOTAL			1792

Enrollment by States and Countries

Alabama	2	Minnesota	2
Arkansas	1	Mississippi	2
California	4	Missouri	3
China	1	Montana	1
Colorado	2	Nebraska	1
Columbia	1	New Hampshire	1
Connecticut	8	New Jersey	1
Delaware	11	New York	23
Ecuador	1	Nigeria	1
Florida	15	North Dakota	1
Georgia	11	North Carolina	1792
Hawaii	2	Ohio	5
Illinois	5	Oklahoma	2
Iowa	1	Oregon	2
Iran	14	Pennsylvania	44
Italy	1	Peru	2
Japan	1	South Africa	1
Kansas	2	South Carolina	41
Kentucky	2	Tennessee	3
Korea	1	Texas	4
Liberia	1	Thailand	4
Louisiana	1	United Kingdom	2
Maryland	27	Venezuela	1
Massachusetts	2	Virginia	237
Michigan	4	West Virginia	4
TOTAL			2341

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